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# STATE NORMAL SCHOOL

LOS ANGELES,  
CAL.

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FOURTEENTH ANNUAL CATALOGUE

OF THE

STATE NORMAL SCHOOL

AT

LOS ANGELES,

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1896,

AND

CIRCULAR FOR 1896-97.

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SACRAMENTO:

A. J. JOHNSTON, : : : : : SUPT. STATE PRINTING.  
1896.

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## CALENDAR FOR 1896-97.

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### FIRST TERM.

Entrance examinations and admissions on credentials, Thursday, Friday, and Saturday, September 3, 4, and 5, 1896.

Term opens, Tuesday, September 8, 1896.

Term closes, Thursday, January 28, 1897.

Holiday vacation, December 24, 1896, to January 4, 1897.

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### SECOND TERM.

Entrance examinations and admissions on credentials, Friday and Saturday, January 29 and 30, 1897.

Term opens, Tuesday, February 1, 1897. ✕

Term closes, June 24, 1897.

Mid-term vacation, Fiesta week.



## BOARD OF TRUSTEES.

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TO MAY 15, 1896.

JAMES H. BUDD	Governor.
	<i>Ex Officio.</i>
SAMUEL T. BLACK	Superintendent Public Instruction.
	<i>Ex Officio.</i>
A. S. DAVIDSON	San Bernardino.
A. E. POMEROY	Los Angeles.
JOHN MANSFIELD*	Los Angeles.
T. P. LUKENS	Pasadena.
F. A. MOLYNEAUX	Pomona.

MAY 15, 1896.

JAMES H. BUDD	Governor.
	<i>Ex Officio.</i>
SAMUEL T. BLACK	Superintendent Public Instruction.
	<i>Ex Officio.</i>
A. E. POMEROY	Los Angeles.
T. P. LUKENS	Pasadena.
F. A. MOLYNEAUX	Pomona.
PERCY R. WILSON	Los Angeles.
J. MARION BROOKS	Los Angeles.

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## OFFICERS OF THE BOARD.

JOHN MANSFIELD*	President.
A. E. POMEROY	Vice-President.
EDWARD T. PIERCE	Secretary.

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## EXECUTIVE COMMITTEE.

JOHN MANSFIELD,*	A. E. POMEROY,
T. P. LUKENS.	

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\*Died May 6, 1896.

## FACULTY, 1895-96.

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### NORMAL DEPARTMENT.

EDWARD T. PIERCE, LL.B., Pd.D., Principal,  
*Psychology, School Law, and School Economy.*

MELVILLE DOZIER, B.P., Vice-Principal,  
*Mathematics, Astronomy, and Bookkeeping.*

F. B. DRESSLAR, A.M., Ph.D., Superintendent of Training Department,  
*Psychology and Pedagogy.*

ISABEL W. PIERCE, Preceptress,  
*English.*

SARAH P. MONKS, A.M., Curator of Museum,  
*Zoölogy and Botany.*

HARRIET E. DUNN, Librarian,  
*History.*

CHARLES E. HUTTON, A.M.,  
*Mathematics.*

JOSEPHINE E. SEAMAN,  
*English.*

ALICE J. MERRITT,  
*Botany and History.*

MAY A. ENGLISH,  
*Chemistry and Physiology.*

JAMES H. SHULTS, A.M., M.D.,  
*Physics and Physiology.*

\*AGNES CRARY, A.B.,  
*English.*

ADA M. LAUGHLIN,  
*Drawing.*

JULIET P. RICE,  
*Music.*

EMMA J. BRECK,  
*English.*

---

\*MISS ETTA E. MOORE substituted for Miss Crary two months during year.



CHARLES M. MILLER,  
*Sloyd.*

JAMES F. CHAMBERLAIN,  
*Geography.*

\*GRACE JONES, B.O.,  
*Reading.*

EVERETT SHEPARDSON, A.M., Acting Supervisor of Training  
School,  
*Psychology and Pedagogy.*

SARAH J. JACOBS,  
*Director of Physical Training.*

---

### TRAINING SCHOOL.

#### CRITIC TEACHERS.

FRANCES H. BYRAM, City Prin-  
ALBERTINA SMITH. [cipal.  
FRANC HAWKS.  
CLARA M. PRESTON.

CARRIE REEVES.  
MINNIE EGAN.  
MARY A. GORDON.  
LELIA BROUILLETTE.

J. B. MONLUX, KATE F. OSGOOD, and FLORENCE POYAS  
taught in this department during part of the year, and resigned to accept  
other positions.

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### EMPLOYES.

EDWIN P. CARR,  
*Engineer and Carpenter.*

JOHN D. BARRIE,  
*Resident Janitor.*

JOHN QUICK,  
MRS. JOHN QUICK,  
*Janitors.*

AUGUSTA HILDEBRANT,  
*Assistant Librarian.*

STANLEY E. ARMSTRONG,  
*Janitor of Gymnasium.*

THOMAS FARNHAM,  
*Gardener.*

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\*MISS ZITELLA EBERT substituted for Miss Jones three months during the year

## REPORT OF TRUSTEES.

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### CIRCULAR FOR 1896-97.

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The Trustees of the California State Normal School at Los Angeles herewith present the Catalogue of the school for the school year ending June 30, 1896, with the course of study, rules and regulations, etc., for the coming year.

Few changes have been made during the year. The enrollment has reached within one hundred of all that the present building will accommodate.

The utmost harmony has prevailed among the trustees, teachers, and students. Progress in the efficiency of the work has been made in all departments.

There is an increasing demand from school trustees for graduates of the school to teach in their respective districts. It is hoped that the school will keep pace with the progress of the times, and thus in a few years supply a body of professionally trained teachers for all of the schools of Southern California.

For further information in regard to the workings of the school, reference is made to the report of the Principal.

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## REPORT OF THE PRINCIPAL.

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*To the Trustees of the State Normal School at Los Angeles, California:*

GENTLEMEN: I have the honor of submitting to you the fourteenth annual circular and catalogue of the State Normal School under your charge. There has been a most prosperous condition of affairs during the past year. The examination of students who wish to enter the school has had a good effect. The number has been restricted to those who were best prepared, and those with a definite and fixed purpose in view. Notwithstanding this restriction, there has been an enrollment of four hundred and ninety-eight during the year. A class of about seventy will graduate in June.

Much sooner than expected, every room in the new building has been occupied, and further expansion can be provided for only by lessening the size of the Model and Training School.

With a fair equipment and an able and enthusiastic corps of teachers, it remains now for those connected with the school to strengthen the work, and thus elevate the standard of excellence of those who are to become teachers in the public schools.

Good reports reach us in regard to the success of our graduates, leading us to infer that the purpose of the State in supporting the school is being fulfilled.

Much more attention is now paid to the strictly professional work than formerly. This has brought to us a large number of the graduates of high schools and those holding grammar grade certificates.

Every effort is being made to prepare an enthusiastic and capable teaching force for Southern California.

For more specific explanations of the work in the different departments, you are referred to the body of this circular.

Thanking you, gentlemen, for your continued confidence and support,  
I am, respectfully,

EDWARD T. PIERCE,  
Principal.





OFFICE OF PRINCIPAL.





## CONDITIONS OF ADMISSION AND GRADUATION.

For admission to any class, the following qualifications are requisite:

(1) The applicant must be sixteen years of age, and strong mentally, morally, and physically.

(2) To be admitted without examination, an applicant must (a) hold a valid teacher's certificate of any grade from any county or city of California; or (b) hold a diploma of graduation from a California High School.

Applicants presenting High School diplomas of graduation, or first grade teachers' certificates granted in other States than California, may be admitted without examination at the discretion of the Faculty. For further regulations concerning the admission of High School graduates see page 24.

(3) According to a resolution of the Board of Trustees, April 27, 1895, all other applicants must pass an examination in Spelling, Reading, Geography, Arithmetic, Grammar and Composition, United States History, and Penmanship. After 1895, they will also be required to pass an examination in Hill's Geometry for Beginners, Drawing, and Music. This examination is required that there may be more uniformity in the qualifications of those who take up the work in the Normal School. As an indication of the character of the examinations reference is made to specimen papers at the close of this circular. They are intended to cover only the work of the Grammar School. All who have thoroughly completed such work should have no trouble in entering the Normal School.

(4) Every one admitted to the school must present a certificate of good moral character, signed by the County Superintendent of Schools, or by two School Trustees, or by any two reputable and permanent residents of the district from which such pupil comes.

(5) According to a regulation of the Board of Trustees, each applicant must present evidence of being strong physically and without chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. The Faculty are therefore authorized, when they may deem it necessary, to require of any student a physician's certificate of health and lack of physical defects. This may be made out by the family physician of any student according to the following form, or the examination may be made by the school physician, a lady, at an expense of one dollar, or without expense by Dr. Shults of the Faculty, also a regular physician:

*Form:* I, —, a physician in good and regular standing, residing at —, do certify that — is strong physically, and able to do the work of the Normal School so far as — health is concerned, and that —

has no chronic disease or physical defect of speech or hearing or appearance that would militate against — usefulness and success as a teacher. — — —, Physician.

Examinations for admission will also be held at the beginning of the term, as indicated in the Calendar, page 3. Admissions do not take place during the term.

Applicants should be here at 9 A. M. on the days indicated, viz.: September 3d and February 5th, and go directly to the Assembly Room, where directions will be given.

Those entering on past examinations, credentials, or previous membership in the school, should also be here on above dates and report in room N.

Arrangements have been made with the Superintendents in each of the following counties to hold examinations for admission to the Normal School at the same time and place that teachers' examinations are held: San Diego, Riverside, San Bernardino, Orange, Ventura, Santa Barbara, and San Luis Obispo. The same arrangements will be made with other Superintendents, if so desired.

Experience has shown that those make the best teachers who enter the early part of the course. The elementary work of the Junior year is more needed than the higher work of the following years. For this reason it is better that the student should enter at the commencement of the year, when the new class is formed, than that he should wait and attempt to enter a class which has already gone over some portion of the year's work. Very few are entered on the course beyond the commencement of the second year.

To graduate, one must be at least eighteen years old; must have been not less than one year in the school; must have passed creditably in all the studies of the prescribed course, and must have shown, by actual and continued teaching in the Practice School, an ability and fitness for governing and teaching well.

Applicants for admission are required to make and sign the following declaration:

"I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of California."

All entering the school are also required to sign the following blank:

"I have carefully read the rules and regulations of the State Normal School, and hereby enroll myself as a student in the institution with a full understanding of them, and promise to the best of my ability to conform thereto in all respects so long as I shall be connected with the institution.

"(Signed) ————,  
"of ———, County of ———.

"———, 189—."

Parents and guardians will be required to sign the following:

"For myself, as ——— of the student whose name is signed above, I also accept on my part the conditions specified, and upon my part agree

to withdraw — from the school upon receiving notice from the Principal that the Faculty request the same.

“(Signed) — — —.”

*A deposit fee of five dollars* is made with the Principal, to be refunded on leaving, if all library books have been returned, and if there are no charges for injury to reference books, buildings, or furniture. This will be required without fail before the student is enrolled.

Our object is to train students for the work of teaching in the public schools of the State. A course in the Normal School is not a ready nor an easy way to obtain a certificate to teach. For those who wish to prepare for the teacher's examination, this is no place, and any who come for that purpose are likely to be disappointed. We are always glad to welcome teachers who, in the vacation of their own schools, find some leisure to attend the Normal, to see its methods, to examine its work, and perhaps to gain something which may be of use to them in their own work. They may join any class, being either observers or workers, as they may choose, and remain with us just so long as their leisure shall serve.



## LAWS RELATING TO HOLDERS OF CALIFORNIA NORMAL SCHOOL DIPLOMAS.

*First*—Said diploma shall entitle the holder thereof to a grammar grade certificate from any City, City and County, or County Board of Education in the State.

*Second*—Whenever any City, City and County, or County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State, valid until such time as the said diploma may be revoked, as provided in subdivision thirteen of section fourteen hundred and eighty-nine of the Political Code.

*Third*—Upon presentation of the diploma and document referred to in subdivision second to any City, City and County, or County Superintendent of Schools, said Superintendent shall record the name of the holder thereof in a book provided for that purpose in his office, and the holder thereof shall thenceforth be absolved from the requirement of subdivision first of section sixteen hundred and ninety-six of the Political Code.

*Fourth*—Said diploma of graduation from any Normal School in this State, when accompanied by a certificate granted by the Faculty of the State University, showing that the holder thereof, subsequent to receiving said diploma, has successfully completed the prescribed course of instruction in the Pedagogical Department of the State University, shall entitle the holder to a high school certificate authorizing the holder to teach in any primary or grammar school, and in any high school in this State, except those in which the holder would be required to teach languages other than the English.





RECEPTION ROOM, AND OFFICE OF PRECEPTRESS.





## GENERAL INFORMATION.

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### Advice to Those Who Wish to Enter the School.

In the first place, thoughtfully consider the reasons why you wish to enter a Normal School. Such a step should not be taken lightly, and you should ask yourself if you have a sincere desire to help humanity by becoming a well-prepared, earnest teacher. If so, you must realize that the preparation requires not only the spirit of a student, but also four years of hard work. It should also be your purpose to abide by every regulation of the school, and earnestly strive to build up such a character as should distinguish the worthy model for children that every teacher should be.

1. Carefully examine the course of study, and decide how much of it you have thoroughly accomplished, recognizing always the difference between the knowledge required by a teacher, and by one who is merely expecting to become a general scholar.

2. Do not be too anxious to enter advanced classes. There will be no time in any class, especially in the Senior Class, to *make up* back studies. Many who are admitted to the advanced classes fail to do the work well, from lack of elementary training, and regret not having begun to work here in lower grades.

3. Bring with you a statement of good moral character, signed by two of the School Trustees, or other resident citizens of your district.

4. Text or reference books which you may have will be useful here, and should be brought with you.

5. Come expecting to work faithfully and honestly; to make study your first and only aim while here; prepared to make any sacrifice for your own good and the good of the school. If you cannot come with this spirit, or if you lack the determination to carry you through in this spirit, you will make a mistake in entering a Normal School.

### Expenses.

The expenses are as light as they are at any school on this coast. Tuition is free. Books cost on an average about \$5 per term. Instruments and material for work in the different sciences will cost from \$10 to \$20 during the four years. One dollar per term will be charged for materials in the Physical Laboratory work, and \$3 for the same purpose in the work in Chemistry; fifty cents per year will be charged for material in Sloyd work, and twenty-five cents per term as a library fee to cover wear and tear and losses. Board in private families costs from \$3 50 to \$5 per week. Rooms may be had by students if they wish to

board themselves. The cost of living may then be reduced to \$2 50 per week. Many of the students also find it possible to work for a part, or the whole, of their board. When this is done, it is advisable for the student not to attempt to take the entire work of any class, but to take a year longer and thus avoid overtasking himself.

### Discipline.

In a Normal School there should be no need of referring to the matter of discipline. Only those should come, or be admitted, who have well-formed, correct habits. This is, in no sense, a reform school, and young gentlemen or young ladies who are not disposed to submit willingly and cheerfully to all the wholesome restraints found necessary for the good working and good reputation of the school, will be unhesitatingly dismissed.

The aim of the administration is to lead students to be self-governing, as should be all persons who are to become teachers. There are very few arbitrary restrictions or positive rules and penalties. An effort is made to create a feeling of responsibility and lofty purpose, such as should characterize Normal School students. Their bearing while in the school-room, on the street, or at public gatherings, should be beyond criticism and worthy of imitation. Character building, which should be the great aim of all school work of whatever grade, is one of the definite purposes of the school, and it is expected that those who graduate will be able to continue this much-needed work in the lives of the children of the State.

We are, in a measure, responsible to the State for the character and acquirements of each pupil graduated from the school. This being the case, we are compelled to exercise the most rigid scrutiny in reference to both these; and offenses that in a mere academic institution might be passed over lightly, here are viewed rather as indicating the unfitness of the offender for taking charge of and training the children of the State. In this way it sometimes happens that pupils are advised to withdraw from the school, or are even dismissed, when no very serious charges are brought against them; they have merely convinced us that they are not suitable persons to enter the profession of teaching. No publicity is given to such cases, except when it becomes necessary to protect the school from false accusations. Nor is our action ever taken with a view of punishing the offenders. They are simply permitted to go to schools where they or their parents can pay for the work of discipline. The State can afford to educate for teachers only those above the need of such work.

Those who are fitting for teachers should begin, on their entrance to the school, the formation of those habits on which so much of the teacher's success depends. None are admitted to the school except those who pledge an intention to become teachers.

### Punctuality.

Sickness constitutes almost the only valid excuse for absence. The pupil who allows trivial or ordinary matters to prevent his prompt

attendance upon the exercises of the school and of the particular class to which he has been assigned, shows in this an unfitness for the duties of a teacher that should, and soon does, end his connection with the school. The Preceptress or Class-Teacher may grant excuses for absence or tardiness, and should be consulted before the absence occurs, if possible.

### Promotions.

Those only who do the work of the class creditably, and show an ability to continue, will be promoted with the class. Examinations are made and the work summed up at the end of each term or oftener, and any student found standing at the head of his class, and showing an ability to do more work, is carried forward to the next class. One should seek to enter a class below rather than above his ability.

### Boarders and Boarding.

The Board of Trustees of the school have adopted the following regulations, which the Faculty of the school are required to see fully observed:

All pupils attending any department of the school, who do not board and room with their parents or legal guardians, and who are not under the immediate charge of parents or such guardians, shall be considered as boarders, and shall be subject to the following rules:

1. Pupils must consult the Principal or Preceptress before selecting boarding-places. This applies to all, whether they have been in the school before or are new pupils.

2. Pupils must board at places indorsed by the Principal and Preceptress.

3. Ladies and gentlemen shall not be allowed to board in the same house. This rule shall apply equally when the house is occupied by two or more families.

4. Permission must in every case be obtained from the Preceptress, when pupils desire to board in families where boarders are taken who are not connected with the school. It is not expected that permissions will be asked which conflict with the preceding regulation.

5. Brothers and sisters shall be allowed to board in the same house, provided no other boarders are received into the house.

6. Pupils must consult the Preceptress before changing boarding-places.

7. Boarders shall not be absent from their boarding-places in the evening without permission from the teacher in charge. If compelled by unforeseen causes to be absent at the time named, without obtaining such permission, they must, before leaving, inform the people with whom they board or room, where they are going and when they shall return. Such absence must be reported to the teacher in charge at the earliest opportunity. Permission to attend suitable places at suitable times will always be granted to pupils who are doing well in their studies, but school and its requirements must be first.

8. Pupils may receive calls on Friday evenings, from 6 to 9 o'clock, or before study hours of other days of the week.

9. It shall be the duty of the Principal and the teachers in charge to satisfy themselves that all parties who either keep boarders, or rent rooms to self-boarders, exercise such supervision over such pupils as will secure a compliance with the spirit and intention of the rules of the school. Pupils shall not be allowed to continue to board where such supervision is not maintained, or where the requirements of the school are in any way disregarded.

10. *All boarders* are required to present semi-monthly reports of conduct, signed by the parties with whom they board or room.

### Study Hours.

Study hours are defined to be from 7 to 9:30 P. M. of all week days except Friday. Evening study hours must not be extended beyond the time named.

Most pupils, in order to retain their places in their classes, will require more than the time above stated. Such additional time should be taken in the morning or the afternoon, but so as to leave time for recreation and exercise in the daytime and in the open air.

Pupils living with their parents or guardians will find it advantageous to observe these rules; but the school requires only that they do the work of their several classes, and so conduct themselves as not to bring the school into disrepute.

### Personal Matters.

Enroll yourself with your name as it should appear upon the books and in the catalogue of the school, and retain that name in all your classes and upon all your papers.

Keep your people at home well informed as to the street and number of your Los Angeles residence, and have all telegrams and express packages directed so as to reach you there.

Should your parents or guardians change their residence while you are here, have the change at once noted upon the records of the school, that we may be able to communicate with them at once, in case of accident, sickness, or other emergency.

Have your letters directed in care of the Normal School, to the room of your class teacher, and they will be safely and regularly delivered to you twice a day.

Regular bodily exercise is essential to health. For this the gymnasium partially provides, giving you, as it does, three times each week an exercise carefully adapted to your strength. Besides this you need at least an hour in the open air, devoted to the development of the muscles, whose health goes far to insure a healthy and vigorous brain.



## Special Regulations Passed by the Faculty.

*Special Students.* (a) An applicant for special classification must receive from the Committee on Special Classification a statement of the subjects from which he is excused, and of those in which he is permitted to take an examination, together with the grade to which he is assigned.

(b) The applicant must be assigned to a particular section by the committee on sectioning that grade.

(c) The applicant must receive from his class-teacher his program and folder.

(d) The class-teacher must see that the proper credits are reported for permanent record.

*Changing Programs.* All changes in the established program of any student must be made by a committee, consisting of the teachers of such pupil; the class-teacher being chairman.

*Conditions.* (a) A student failing in subjects requiring fifteen hours per week, exclusive of Word Work and Gymnasium, shall be required to take those subjects over, and no advanced work, unless permitted by a committee consisting of his several teachers.

(b) Students desiring examinations at the opening of the fall term to remove conditions, must present their requests before a committee composed as above, on Wednesday preceding the close of the spring term; and, if such requests be granted, each such student must, at the opening of the fall term, show to the satisfaction of the committee that he has done sufficient work during vacation to entitle him to such examination.

Such examination must be held at the same time at which examinations for admission are held.

\* *Grading.* A student shall be graded with the lowest class with which he has twelve or more periods of recitation per week; provided that no one be graded as Senior A who has not completed all the work of the lower classes or an equivalent. A subject completed in advance of a class shall be considered as equivalent to one of a lower class not completed.

*Training School.* (a) No student shall be permitted to teach in the Training School who has not completed all the work of the previous classes.

(b) Whenever a student-teacher shall be reported by the critic teacher as deficient in subject-matter, a committee, consisting of the Principal, the head of the Department of Pedagogy, the acting Supervisor of the Training School, the critic teacher, and the teacher of the subject, shall take such case under consideration. Upon the recommendation of this committee, such student shall be required to discontinue his work in the Training School, and to take such class work as is best fitted to make up such deficiency.

*Failure on Part Work.* If a student pursues a subject a half-term or more, and fails to do satisfactory work, that fact shall be recorded on the permanent records, whether he continues to the end of the term or not.

*Habitual Deficiency.* It shall be the duty of every teacher, at the close of each term, to report to the several class-teachers the names of students under his instructions who are—(a) Habitually deficient in spelling; (b) Habitually deficient in the construction of sentences, either oral or written; (c) Habitually lacking in neatness in written work. Such report should indicate the particular deficiency or deficiencies.

It shall be the duty of each class-teacher to record such deficiency or deficiencies on the folder of any student who is reported as deficient in the same point or points by two or more teachers, and also to report the same for permanent record.

In making the record on the folder, a deficiency shall be indicated by writing, in red ink, across the face of the report for the term, the word or words, *spelling, sentences, neatness.*

Any student who shall be deficient in the same particular for four consecutive terms, or in the same two for three consecutive terms, or in the same three for two consecutive terms, shall be considered as unfit to become a teacher, and shall be requested by the Faculty to withdraw from the school.

*Mid-Term Reports.* On the Monday following the middle of each term, each teacher must report to the several class-teachers of the students under his instruction, the standing of such students; such standing to be designated by the letters C, D, and P, for *creditable, doubtful, and poor*, respectively.

*Class Parties.* (a) No orchestra shall be permitted, except at the final class party of the Senior A class.

(b) No escort shall be invited by a student, except by permission of the Principal and Preceptress.

(c) No assessment to pay expenses, except at the final class party of Senior A, must exceed fifteen cents.

### General Remarks.

It is to be hoped that County Superintendents, and other friends of the State Normal School, may be ready to advise those who are earnestly striving to make themselves good teachers, to enter some of the departments of the school. It may also, in all kindness, be suggested that none be recommended who are not physically, mentally, and morally fitted for the profession. The fact that a candidate has failed at an examination is, alone, hardly evidence that he should come to the Normal School. While it is our aim, by faithful effort, to fit our pupils for the work of teaching, we cannot work miracles, and there are those of whom no amount of instruction, and no thoroughness of training, can make good teachers.

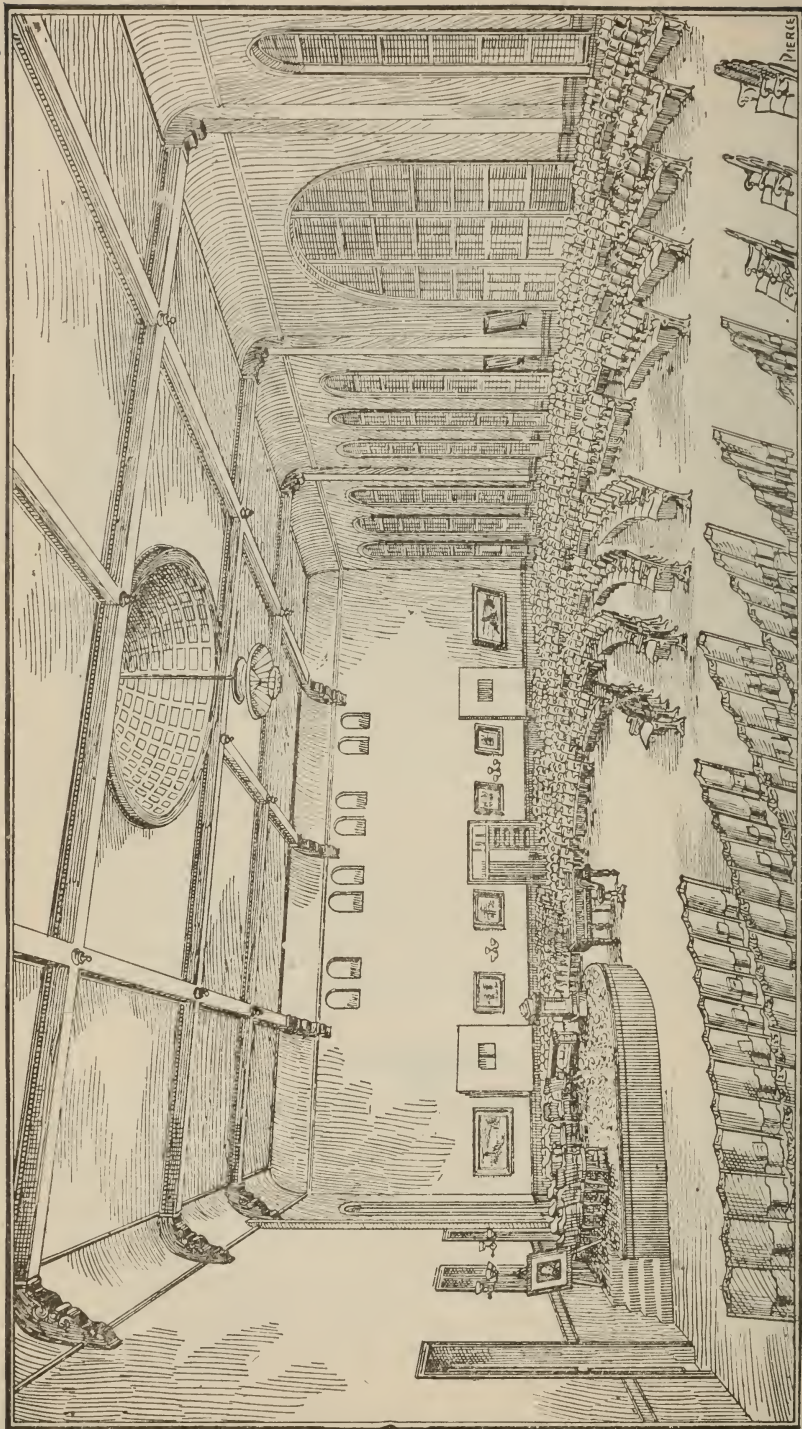
## LOCATION OF SCHOOL.

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The school is finely located, almost in the center of the city, at the intersection of Grand Avenue and Fifth Street, on an elevation of fifty feet above the business part of the town. The grounds cover five acres, beautifully laid out and improved with drives, walks, and shrubbery. A magnificent view of the city and surrounding country may be obtained from the east entrance to the school, or from any one of the several towers that grace the building. The eye wanders from the beautiful city, situated on its hundred hills, to green fields and orange groves that shade into the distance, while, keeping guard over all, is the grand mountain wall on the north, with its summit covered with snow during many months of the year. The main lines of street cars run within three blocks of the school, making it more easy of access than most Normal Schools are. Rapid transit trains connect with all the surrounding towns, and this makes it possible to live in any one of a half dozen suburbs and reach the school in time for the opening exercises. The City Traction Company, and most of the roads to suburban towns, give reduced rates to students.







ASSEMBLY HALL.

PIERCE

## THE NEW BUILDING.

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The new addition to the building is 80 x 180 and three stories high. From its commanding situation and the beauty of the exterior, it is one of the most noticeable and attractive architectural features of Los Angeles.


The new assembly room is one of the finest to be found in any school building. It is 80 x 100 feet in size, and is finely lighted. Twelve hundred people may be seated in the room without crowding. It will be used for lectures and entertainments under the auspices of the school, as well as for regular morning exercises.

At either end of the new part of the building are broad staircases, 10 feet wide, extending from the lower floor to the third story. These, together with those in the old part, make four exits from every story, and leave no chance for crowding in moving from one part of the building to another.

There are forty-five class-rooms and recitation-rooms devoted to the Normal and Model School departments. Besides these, are a large museum-room on the fourth floor; a library-room, 65 feet long, capable of holding seven thousand volumes; large public and private offices for the Principal; a pleasant reception-room connected with a large office for the Preceptress; an office for the teacher of Pedagogy; an office for the Principal of the Model School; laboratories for Biology, Physics, and Chemistry; large, airy, and well-lighted and well-ventilated cloak-rooms and closets, and all the other conveniences necessary for a Normal School building. It is designed to accommodate five hundred students, and an equal number of children in the Model Department.

The new building is heated and ventilated by the fan system, which gives to each student 25 feet of fresh air every minute.

Nearly all of the rooms in the building are connected with the Principal's office by a system of electric bells.





## COURSE OF STUDY.

At a meeting of the Joint Board of Normal School Trustees, held in the City of Los Angeles, on April 10, 1894, the following resolution was adopted by a unanimous vote:

*"Resolved*, That the Course of Study shall occupy the period of four years. Any student who shall accomplish the work prescribed in the Course of Study shall be graduated on the recommendation of the Faculty of the particular school."

Pupils who make a satisfactory record in all the studies of the regular, or four years' course, either upon examination or by class work in the school, and who are recommended by the Faculty of the school as in every way entitled to the same, shall be granted the diploma of the schools; *provided*, that one entire year must be passed in the school giving the recommendation.

The number of terms in the year, the time of opening and closing of terms, the arrangement of vacations, the time of graduation, and the order of succession of studies in the prescribed course, shall be fixed for each school by its local Board of Trustees.

At the meeting of the Joint Board of Normal School Trustees, held at San José, April 11, 1896, a resolution was passed adding a Kindergarten Department to the Normal Schools of the State as soon as practicable. This will doubtless be done in this school next year, as there is a constant demand for trained kindergarten teachers.

## TABULATED COURSE OF STUDY.

### FIRST, OR JUNIOR, YEAR.

	JUNIOR B.	JUNIOR A.
PROFESSIONAL ....	Elementary Psychology—*20—2.	Elementary Psychology—20—2.
ENGLISH .....	Grammar—20—4.	Composition. Classic Myths—20—4.
SCIENCE .....	Botany—20—3.	Botany—20—3. Geography—20—4.
MATHEMATICS ....	Algebra—20—5.	
MANUAL TRAIN- ING .....	Drawing and Sloyd—20—2. Penmanship—20—1.	Drawing and Sloyd—20—4.

\*The first number refers to the number of weeks; the second, to the hours per week.

## FIRST, OR JUNIOR, YEAR—Continued.

	JUNIOR B.	JUNIOR A.
MISCELLANEOUS	Reading—20—4. Physical Training—20—3. Music—20—1. †Word Work.	History—Greek and Roman Civilization: Breaking up of the Roman Empire: Beginnings of Modern History—20—4. Physical Training—20—3. Music—20—1. Word Work.

† Fifteen minutes daily four days in the week.

## SECOND YEAR.

	MIDDLE D.	MIDDLE C.
PROFESSIONAL	Elementary Psychology and Child Study—20—2.	Elementary Psychology and Child Study—20—2.
ENGLISH	Figures. Versification—20—4.	
SCIENCE	Physiology—20—5.	Zoölogy—20—2. Physics—20—5.
MATHEMATICS		Arithmetic—20—4.
MANUAL TRAINING	Drawing and Sloyd—20—4.	Drawing and Sloyd—20—4.
MISCELLANEOUS	English and Related European History—20—4. Physical Training—20—3. Music—20—1. Word Work. Ethics—20—1.	United States History and Government—20—4. Physical Training—20—3. Music—20—1. Word Work.

## THIRD YEAR.

	MIDDLE B.	MIDDLE A.
PROFESSIONAL	Psychology and Pedagogy—20—2.	Pedagogy—20—4.
ENGLISH	Prose. Style—20—4.	Grammar, with especial reference to teaching it in the Public Schools—20—4.
SCIENCE	Zoölogy—20—3. Geography—20—4.	Chemistry—20—5. Geology or Astronomy elective, with ten weeks in Chemistry.
MATHEMATICS	Algebra—10—5. Geometry—10—5.	Geometry—10—4. Arithmetic—10—4.
MANUAL TRAINING	Drawing and Sloyd—20—4.	Manual Training in the Public Schools—20—4.
MISCELLANEOUS	Physical Training—20—2. Music—20—1. Word Work.	Physical Training—20—3. Music—20—1. Word Work.

## FOURTH, OR SENIOR, YEAR.

	SENIOR B.	SENIOR A.
PROFESSIONAL ----	Observation and Teaching in Training School—20—5.	History and Philosophy of Education—20—3. School Law and School Economy—20—3. Teaching in Training School—20—5.
ENGLISH -----	Literature—20—3.	Literature: English in the Public Schools—20—3.
SCIENCE -----	Physics—20—5.	
MATHEMATICS ----	Bookkeeping and Commercial Arithmetic—20—3.	Geometry—20—4.
MANUAL TRAINING -----	Drawing and Sloyd—20—2.	Drawing and Sloyd—20—2.
MISCELLANEOUS ..	Reading—20—2. Physical Training—20—3. Music—20—1.	Physical Training—20—3. Music—20—1.

Chorus work daily fifteen minutes throughout the course.

## A SHORT COURSE.

## For High School Graduates.

1. A two years' course is arranged for the following applicants: Those bearing papers from accredited High Schools recommending them for entrance to the State University, and also bearing the form\* required by the Los Angeles State Normal School.

The following subjects will be most helpful in arranging a course in the Normal School: *English*—full High School course; *Mathematics*—Algebra, Plane Geometry; *History*—Greek and Roman, Mediæval and Modern, Civics; *Science*—Physics, Chemistry, Botany, Zoölogy.

2. Any High School graduate not submitting these papers is admitted to the first term, and can obtain advanced standing by satisfying the teachers of a subject of his proficiency in that subject.

3. Applicants for the two years' course should present, by mail, before the first day of September, the two papers required in Section 1. Address Chairman of High School Committee, Room G, State Normal

\*Blanks may be had by applying to the Principals of the High Schools.

School, Los Angeles. The students should present themselves for classification at the same room, between the hours of nine and twelve, Thursday, September 3d.

All students from High Schools or similar institutions within this State, not holding such papers, but desiring advanced standing, should apply in person to the same committee, between the hours of one and three, Thursday, September 3d.

4. A student accredited in the group of subjects under Section 1 is excused from the following work: *English*—Composition, Rhetoric, Literature; *Mathematics*—Algebra, Plane Geometry (a recommendation in Solid Geometry is not accepted, as the subject is studied in connection with its application to Arithmetic); *History*—The work of the first year; *Science*—Chemistry, Physics one and a half terms, Botany one term, Zoology one term; (a recommendation in Physiology is not accepted, unless the work has been done by the laboratory method).

5. A student accredited in the group under Section 1 takes the following work: *English*—Grammar two terms (the first may be passed by examination), Literature in the Public Schools, one half term Senior year—total, 200 hours; *Mathematics*—Arithmetic, Bookkeeping (may be passed by examination), Solid Geometry—total, 200 hours; *Science*—Physics in the Public Schools one half term Senior year, Geography two terms (second may be passed by examination), Botany one term, Zoölogy one term, Physiology one term—total, 430 hours; *History*—One term, including ten weeks in United States History—total, 80 hours; *Professional Work and Teaching*—520 hours; *Manual Training*—250 hours; *Music*—160 hours; *Reading*—40 hours; *Physical Culture*—160 hours.

6. The Faculty reserve the right to assign to the regular course any student whose work in the school for any term or terms is not such as, in their judgment, justifies them in permitting such student to take the shorter course.

#### For Holders of First Grade Certificates.

Teachers holding first grade certificates from any county in California will be given an opportunity to shorten their course to such an extent as, in the opinion of the Faculty, the standing on their certificates and their experience in teaching will justify. Such shortening shall not reduce the time to less than one year of work in the school.

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#### SPECIAL STUDENTS.

Entering students holding first grade teachers' certificates or High School or College diplomas of other States than California, are privileged to apply for advanced standing. Such applicants must present their credentials to the Committee on Classification, in Room C, Normal building, between 10 A. M. and 3 P. M., Thursday, September 3d, and Friday, January 1st.

## DAILY PROGRAM.

### A. M.

Music ..... 8:45 to 9:00

Opening exercises ..... 9:00 to 9:15

Change.

Spelling and Word Analysis, in all classes except the Senior, 9:20 to 9:35

Change.

Recitations ..... 9:40 to 10:25

Change.

Recitations ..... 10:30 to 11:15

Change.

Recitations ..... 11:20 to 12:05

Noon intermission, 12:05 to 1:05.

### P. M.

Recitations ..... 1:05 to 1:50

Change.

Recitations ..... 1:55 to 2:40

Change.

Recitations, Tuesdays and Thursdays ..... 2:45 to 3:30

As will be observed from an examination of the Course of Study, each student who does the regular work of a class will have from twenty-three to twenty-five periods of each week occupied. Seven periods per week during most of the course require physical in excess of brain work. One period each day is expected to be devoted to work in the library, and the program will be so arranged that not more than two classes will be in that room at the same time.



## LIST OF TEXT-BOOKS REQUIRED.

## Junior B.

Psychology—*To be designated.*

English— { Genung's Outlines of Rhetoric ;  
              { Buehler's Practical Exercises in English.

Botany—Campbell's.

Algebra—Wentworth's School.

Reading—Emerson's Evolution of Expression, Parts 1, 2, and 3.

Word-Analysis—Reed & Kellogg's Word-Building.

Spelling—California State Series.

Music—Common-School Course.

## Junior A.

Psychology—*To be designated.*

English—Gayley's Classic Myths.

Botany—Rattan's California Flora.

Geography—Tarr's Elementary Physical.

History—Sheldon's General.

Word-Analysis—Same as Junior B.

Spelling—Same as Junior B.

Music—Natural Course.

## Middle D.

Psychology—James's Briefer Course.

English—*Selected.*

Physiology—Martin's Human Body (Briefer Course).

History—Green's Short History of the English People.

Music—Normal Third Reader.

## Middle C.

Psychology—Same as Middle D.

History and Government—Wilson's State and Federal Government.

Physics—Gage's Principles.

Arithmetic—California State Series.

Music—Same as Middle D.

Word-Analysis—Same as Junior B.

## Middle B.

English—*Selected.*

Algebra—Same as Junior B.

Geometry—Wentworth's.

**Middle A.**

Geometry—Same as Middle B.

Arithmetic—Same as Middle C.

English—Whitney's Essentials of Grammar.

Chemistry—Richardson's.

**Senior.**

Pedagogy—Quick's Educational Reformers.

English—*Selected*.

Geometry—Same as Middle B.

Chemistry { Williams's Introduction;  
              { Williams's Laboratory Manual.

"The Euterpean" Music Book is required in all classes.

In addition to the above, selections will be made from the following list, as the needs of the classes may demand:

Arithmetic—Walsh, California State Series, Wentworth and Hill's Exercises.

Algebra—Milne, Bowser, Smith.

Geometry—Bowser, Hopkins, Edwards.

Grammar—California State Series, Gow's Method of English.

Word-Analysis—Swinton.

Composition—Lockwood, Wendell, Newcomer.

Rhetoric—Kellogg, Hill's Elements.

English Literature—Stopford Brooke, Pancrost, Kellogg.

Geography—California State Series.

Physical Geography—Appleton, Warren.

Botany—Gray's Lessons, Spaulding, Vines, Boyer's Elementary Biology.

Zoölogy—Colton, Holder, Boyer's Elementary Biology.

Chemistry—Mead's Chemical Primer, Remsen's Introduction, Cooley's Laboratory Studies, Shenstone's Practical Introduction, Roscoe & Lunt's Inorganic Chemistry for Beginners, White, Bartlett's Laboratory Exercises.

Physics—Avery, Carhart, Chute, Hall, Hall & Bergen, Shaw, Jones's Elementary Lesson's in Heat, Light, and Sound.

Physiology—California State Series.

General History—Sheldon, Barnes, Meyers.

United States Government—Fiske, Childs's Topical Analysis.

United States History—California State Series, Fiske.

Astronomy—Young.

Psychology—Hewett, Hill, Ladd, Gordy, Herbart, Sully's Outlines, Sanford's Experimental.

Pedagogy—Swett, Hewett, McLellan's Applied Psychology, De Garmo's Essentials of Method, De Garmo's Herbart and the Herbartians, Herbart's Science of Education.

History of Education—Rosenkranz, Williams, Davidson's Education of the Greek People.

Philosophy of Education—Rozenkranz.

Drawing—Garin, Bradfield, Prang, School.

Ethics—Holland.

## BRIEF EXPLANATION OF THE COURSE OF STUDY, AND THE METHODS PURSUED.

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Believing that the true object of education is mental development as well as the acquisition of knowledge, the teachers of the Normal School seek in their work to accomplish this purpose. Although the students make use of text-books in the study of some subjects, they are led to see that this is only one of many useful helps. Our large and growing library is constantly made use of in getting a knowledge of the best that has been given to the world on any subject. All subjects admitting of such a course are studied and recited topically, and original research along special lines is encouraged.

The class work consists of discussions and comparisons of the results of individual research. Much written work is required, thus testing exactness of expression and thoroughness of study.

The members of the Faculty never lose sight of the fact that the students are fitting themselves to become teachers, and their work in all of the subjects has this important end in view. While there is special professional work during every term, all of the teachers are in touch with the Pedagogical Department, and continually present subjects in such a light that students may see them from both points of view—the learner's and the teacher's. The students, as embryo teachers, are required to illustrate topics, to explain to their classmates, to question, and to develop subjects logically, even before they begin their work in the Training School.

To the end that every teacher may be interested in the work of all the departments of the school, and especially in the pedagogical side of every subject, weekly seminary meetings are held for the discussion of questions that will directly aid the Faculty in an understanding of the needs of the public schools. This knowledge is then made use of in the more thorough and practical preparation of the students for their responsible work. During the past year the time has been spent on the subject of "Language." Besides the interest that has been generated among the teachers of the Normal and Training Departments, it is hoped that valuable information has been gained that will aid the Faculty in formulating a model course of study for the public schools.

### PROFESSIONAL WORK.

As has been said, it is the purpose of the Faculty to so present every subject of study as to emphasize it from the teacher's point of view. As Superintendent Henry Sabin says of Normal Schools that do effective work: "The science and art of education will be taught during every

exercise. Each lesson will be taught as based upon educational principles; the student will be required to study it with two ends in view—as he would desire his pupils to study it, and as he himself would study if he were preparing to teach it. Arithmetic or Geography should be just as much a professional study in a Normal School as Psychology or the History of Education. Every exercise should have a school-room side.” Each teacher is expected to understand the psychological principles governing the learning of the subjects which he teaches. He is not only to exemplify these principles in his own teaching as a model for students, but also from time to time to call their attention to special points that need emphasizing, and to the proper way to present them to classes when they themselves become teachers. Before a subject is dropped, the teacher is expected to sum up its important points, as it were, and give some special work that will call the attention of students to its importance in the public school curriculum, its possible correlation with other subjects, and some of the best methods for presenting it to primary and grammar grade pupils.

Each subject will again be considered in the special time devoted to Pedagogics.

### Special Professional Work.

Students should be made to feel, as soon as they begin their work in a Normal School, that it is to be along professional lines. They should look forward every day during the four years of their preparation to the time when they are to become teachers, and should begin at the very outset to observe the different phases and conditions of mental growth. They should be led to study not only their own mental processes in acquiring a knowledge of a given subject, but should early in their course learn to take note of the way in which children learn. Thus, the spirit of every student will be that of an earnest seeker after knowledge, and of one who is inquiring how she, as a teacher, may best lead children to acquire knowledge and to grow in mental strength. It is only by such a spirit that the atmosphere of a Normal School can become distinctive and professional.

To the end that any student of Psychology, especially Normal School students, may get the greatest value and help from the study of Psychology in comparison to the time spent in such study, we deem it necessary that a course in the subject should be not only sufficiently extensive in matter, but also extended in time. Teachers must become habituated to thinking clearly concerning mental phenomena and their conditions, else much of their psychological training will not be of real practical value in helping them to select the best matter and methods in the daily work of the school-room. Many teachers have failed to receive due help in their daily work from their psychological knowledge, because they have studied it as a distinct subject, and have not learned the habit of applying it to their school-room problems. It requires time to develop the power to do this, for it demands not only familiarity with the laws of mind, but also original thinking coupled with careful observation.



To meet this need the subject will be carried throughout the full course of four years in a more or less modified form. At all times the subject will be looked at chiefly from the educational standpoint, and will be adapted to the needs and special work of teaching.

*First Year.—*

The chief purpose of the first year's work, consisting of two recitations per week, will be: (1) To acquaint the students with terms and methods used in the study of Psychology. (2) To direct them toward the formation of good habits of study. (3) To early beget in them the habit of observing their own mental life and especially the development of the child mind. (4) To thoroughly saturate them with the feeling of responsibility devolving upon them in the capacity of teacher; to the end that if they see in themselves unfit subjects for this great work, they will seek training in other lines. Some good primary text-book will be used by the class, supplemented and explained by experiments performed in the presence of the class and by the students themselves.

*Second Year.—*

The second year's work will continue the subject from where it was left off at the end of the first year, emphasizing more and more the experimental side and the subject of child psychology and child study in general. Special work will be assigned to those whose ability will permit. The library is well provided with books covering all these departments, and, correlative with the daily work, courses of reading will be planned and reported on by the students. The children in the Model School will be observed in connection with the work in child psychology, and the students taught to truthfully report what they observe. Every thing possible will be done to create a scientific attitude and a spirit of truth-seeking. There will be two recitations per week throughout the year.

*Third Year.—*

During the third year much more time will be spent in professional lines. During the first term four periods per week will be devoted to Psychology and Methodology. The students will be led to see the wide difference between the proper study of methods and mere learning of devices. Model lessons will be planned and discussed in the class, looking toward legitimate correlation of subjects and the best methods of presentation. The special work in Methodology will be based on their knowledge of psychological principles. The attempt will not be to dictate special devices, but to search for principles upon which all true methods in teaching must be based, and to give practice and power in applying these principles. Under these conditions all legitimate methods for presentation of subjects of instruction will be studied and criticised. In this connection foreign courses of study and methods will be compared to those dominant in our own country; in this way correlating current educational history with the work in Methodology. Such books as Bain's "Education as a Science," Compayré's "Lectures on Teaching,"



De Garino's "Essentials of Method," Prince's "Methods in the Schools of Germany," McMurry's "General Method," "The Report of Committee of Fifteen," Klemm's "European Schools," Lange's "Apperception," Parker's "Talks on Pedagogics," etc., will be used freely and studied in detail as far as time will permit.

During the whole of the fourth and last year five periods per week will be devoted to practice-teaching in the Training School under the immediate direction of the critic teachers and the Department of Pedagogy. In addition to the daily directions received during their teaching work, the critic teachers will devote at least two periods per week after school hours to criticisms and specific direction of the work of the teachers in training.

During the last term of the course three periods per week will be spent on a study of the History and Philosophy of Education. The purpose in this work will be to build up in the minds of the students some high and noble ideal in the work and purpose of education, so that this ideal may consciously and unconsciously work itself out in better and truer education of the children. It is designed that this last term's work should require and tend to beget the most careful systematic thought possible on the greater and fundamental problems of education, in this way focusing the entire work of the course.

In addition to the foregoing regular work, educational seminars will be held from time to time, in which the advanced students, the critic teachers, and the teachers of the Normal School will meet together to report on and discuss current educational thought and methods, and to do such other work as will tend to unify the purpose of the whole school. Recognizing the great importance to the teacher of professional growth, studious effort will be made to create in the students a thorough acquaintance with the chief current educational magazines of America and Europe, and to enkindle an abiding interest in the same, knowing that these will constantly stimulate to higher purposes and deeper professional interest.

During the last term, the School Law of the State is carefully considered, and the students are required to fill out school registers, make out reports, and perform the necessary clerical work that they will need to understand as teachers.

The course in School Economy will include lectures on such topics as: "How to Secure a School"; "Work Preliminary to the Opening of School"; "Temporary Organization"; "Permanent Organization, and Classification of Pupils"; "The Program"; "School Government and Its Purpose." Under this latter head will be considered such topics as: "The Parties Interested in a School, and Their Relations to One Another"; "The Teacher as a Legislator, and His Duties as Such"; "The Teacher as a Judge, and His Qualifications as Such"; "The Teacher as an Executive—His Power and Purpose as Such"; "Judicious and Injudicious Punishments"; "School Tactics"; "The Teacher as a Man or Woman, as a Citizen, and as a Leader."

It is hoped by all of these means—the arousal of the professional spirit, the careful study through observation and research in Psychology and the Science of Education, observation and teaching in the Training School, and criticisms of their work by those competent to judge—that the students will go out from school with as fair a share of professional knowledge and skill as has the graduate from a school of medicine or of law.

Students will not be given diplomas until they are able to show conclusively not only that they understand the subjects to be taught in the public schools, but also that they can teach them in different grades. Those who are not able to show this last most necessary qualification will not be graduated.

### The Training School.

During the past year the Training School has been organized with nine class-rooms—one for each of the nine grades, each presided over by a critic teacher. Each grade consisted of two half-year classes, so that there were practically eighteen grades. As there were, besides the regular class-rooms, thirteen recitation rooms, opportunity was given for division of some of these half-year classes on the basis of either advancement or numbers. The most of this subdivision was made in the lowest grades, as much more individual attention of both pupils and student-teachers is needed there. Replies received to circular letters sent to members of the class of '95 concerning their needs, plainly indicate the necessity for more elementary work. During the year 1896-7 arrangements will be made for a much larger proportion of primary work, as it is seen that pupil-teachers need the observation and practice in the handling of little children, more than the work in the higher grades. Each room will be divided into from two to four classes. The room will be in charge of a competent critic teacher, who will give, as often as it is needed, lessons to be observed by the pupils-in-training, and will give helpful criticisms to these practicing students.

Students who are admitted to practice in the Training School devote there one recitation period daily during the Senior year. All academic work previous to the Senior year must be completed before students are admitted to practice in the Training School. They remain for teaching from eight to ten weeks in one room, under the immediate supervision of the critic teachers; the work of both critic teachers and pupils-in-training is under the general supervision of the Department of Pedagogy.

Each pupil-in-training has indicated to her the work to be done by her class in a certain time, and she is held responsible for results. She is required to hand to the critic teacher a General Plan for each subject she is to undertake to teach. In this General Plan she should state the purpose of the teaching of the subject in the common schools, the aim that she has for the period (generally four or five weeks) allotted to her, and the general means which she will use to accomplish her aim. She is also required, at least once each week, to write out a Special Plan for the week, for a small group of lessons, or for a single lesson. After they are

approved by the critic teacher, all of the General Plans and some of the Special Plans are copied into a note-book. This book is frequently inspected by some member of the Department of Pedagogy.

As the conditions change, the nature of the points of criticism vary. During the past year questions like the following have been found very helpful for the criticism of individual lessons, for groups of lessons, or for all the practice-teaching done in a grade.

#### I. Preparation.

1. What can you say of her preparation in text, board-work, devices, and illustrations?
2. What can you say of the preparation of the class?
3. What can you say of the bond of sympathy between teacher and class?
4. Standing. [V. C., very creditable; C., creditable; X., barely passable; P., poor; V. P., very poor.]

#### II. Choice and Arrangement of Subject-Matter.

1. Was the amount of material in proportion to the allotted time?
2. How clearly did the teacher see the different points of the lesson in relation to each other, as to proper sequence and relative importance?
3. How did the plan of her lesson fit into her general plan?
4. Standing.

#### III. Presentation.

1. How clear was her presentation, and how logical her development (when development was used)?
2. What was the character of her application, drill, and summarizing?
3. How clearly did the pupils see the facts in their relative importance?
4. To what extent did she require of the pupils answers careful in thought, expression, and pointedness?
5. What can you say of her directness?
6. What can you say of the distribution of her questions?
7. How, in other respects, was her questioning?
8. Did she talk too much, too little, just enough?
9. What use did she make of the opportunities to work for character, and what can you say of her doing of it?
10. Standing.

#### IV. Personality of the Teacher.

1. What was the teacher's bearing?
2. What can be said of her self-consciousness and self-abandon?
3. How fresh, stimulating, and alive in her instruction was she?
4. How largely did the personal element of the teacher enter into the teaching?
5. What can you say of her tact?
6. How was her language with respect to grammatical correctness, articulation, clearness, and conciseness?

7. What can be said of the modulation of her voice?
8. How do her reading, writing, spelling, etc., rank as models?
9. What can you say of her personal neatness and manner?
10. "Standing.

V. Discipline.

1. *Did the teacher keep the WHOLE CLASS busy all the time?*
2. Did she obtain the attention of the different pupils, and make them share in the work in proper degree?
3. To what extent did she give them rests, opportunity to stand, movements in the room, concert recitation?
4. To what extent were her eyes and ears open for misdemeanors, and to what extent did many things happen which she did not notice or did not consider?
5. To what extent was apparent effort necessary in order to obtain results in discipline?
6. Standing.

VI. The General Impression and Success of her Work.

1. In what is her most noticeable improvement?
2. What are her especially strong points?
3. What are her especially weak points?
4. What seems to be the prospect?
5. Other remarks.
6. Standing.

The purpose of criticism is not to find fault with the pupils-in-training, but to assist them to become good teachers. Criticisms are therefore made suggestive and helpful. Records of criticisms (both adverse and favorable) of individual Seniors are kept on file, so that progress or retrogression may be noted.

Not every one who can teach single classes well can teach and manage a whole room at the same time. Tests in these lines are arranged so that for at least one day an entire room is put in charge of each Senior before graduation. Good results were accomplished in this way during the past year.

As an aid to the training-school work and to the general pedagogical work, a weekly seminary is held, in which all pupils-in-training, critic teachers, and the Acting Supervisor of the Training School are active workers. Assistance is also occasionally had from others. In this Seminary the points taken up relate to Curricula and Methods—no stress on the historical aspect—the most stress on what is now being successfully accomplished, or ought now to be accomplished. During the past year Learning How to Read, Literature, Geography, and Mathematics were considered. Other branches are to follow.

During the year the critic teachers and members of the Pedagogical Department will willingly talk with pupils-in-training in regard to their fitness to become teachers; for the truth should be recognized and impressed that not every one who enrolls in the Normal School can



become a good teacher, not even every one who may do good academic work. Some such are wholly lacking in the elements of a good teacher, and no work that we can do for them can supply what is wanting. Much definite good was accomplished during the past year when some pupils-in-training came voluntarily for such consultations.

Graduates will confer a favor by reporting progress from time to time, and by letting us know in what way it seems that the training-school work could have been made more helpful. Those who do not advance educationally should step out of the way.

### ENGLISH.

The object of this course is, (1) to enable the student to comprehend thoughts expressed by others, and to express with ease and accuracy his own; and (2) to lead him to a knowledge and to an appreciation of good literature. To the attainment of these ends, much practice in oral and written expression is required throughout the course, and literature is made the immediate basis of study.

The special bearing of each year's work is shown in the following schedule; but it may be well to say that the student is held to the work of the first year until he can read distinctly and with intelligent expression, can eliminate from his speech and writing the common errors in grammatical construction and form, and can show a reasonable degree of accuracy in the use of words. The work of the second year applies the essential principles of rhetoric to the pupil's practice in composition, furnishes him with the necessary "apparatus for analysis and criticism" to be used in his further study of literature, and gives him some systematic knowledge of the history, growth, and grammar of the language. The work of the later years deals with the growth of our literature; with its great periods, the tendency of each and the relation it bears to the whole; and with the study of important literary types. Above all, it seeks to instill into the heart of the student a genuine love for that which is noble in human thought and action.

A part of the school library has been carefully selected as an aid to the English course, and a collection of fine photographs and stereopticon slides is being made, to illustrate the readings.

Since the State provides money for the purchase of a library in every district school, it is the teacher's duty to be prepared to carry out the purpose of the State in making such provision. With a view to this preparation, we devote a part of the last term to a careful consideration of practical plans for making the common-school library an efficient factor both in the daily work of every school, and in cultivating a taste for good literature among the children.

### Outline of Work.

#### *First Year.*

First Term.—Grammar.

Second Term.—1. Composition.

2. Classic Myths.



Text-books for the year:

- Buehler's Exercises in English.
- Genung's Outlines of Rhetoric.
- Gayley's Classic Myths.

*Second Year.*

First Term.—1. Figures; versification; composition continued.

2. Study of poems selected from the following list:

- Lowell: Vision of Sir Launfal.
- Longfellow: Keramos.
- Lanier: Song of the Chattahoochee.
- Read: Drifting; The Closing Scene.
- Tennyson: Morte d'Arthur; The Lotos-Eaters; Ulysses.
- Shelley: The Skylark; The Cloud; To the West Wind.

No English during the second term of this year.

*Third Year.*

First Term.—English Prose:

- Emerson or Carlyle: Selected Essays.
- Webster: Bunker Hill Orations.
- Eliot: Silas Marner.

Second Term.—Grammar.

Text-book for the year:

- Whitney's Essentials of English Grammar.

*Fourth Year.*

First Term.—1. Study of the drama—Selected plays of Shakespeare.

2. Study of Milton's shorter poems.

3. Study of representative nineteenth century poets.

Second Term.—1. Historical summary of English Literature.

2. English language and literature in the common schools. Use of school libraries. Hints as to methods of arousing interest in good reading, both in the school and in the neighborhood.

**SCIENCES.**

It is believed that the educational purpose of teaching science is to develop the spirit of patient, fearless investigation, the determination to see things as they really are, and the ability to express honestly and clearly what is seen. Hence, much time is spent in the Normal School in doing what may some day be done for us in the Grammar and High Schools; that is, in training the pupils in thorough laboratory work. With the new building it becomes possible to equip every room in which science is taught, with tables, microscopes, and other necessary apparatus. The daily program is now arranged so that throughout the course the

pupils have one period per day set apart for laboratory or library work, in addition to the regular class period and time after school hours. The increased teaching force gives the teachers more time to devote to directing individual work, and to inspecting drawings and notebooks.

Much use is found for the library in science work, for the writings of specialists and of the great scientists of the age, as well as for manuals and reference books. Pupils are shown that after working directly with objects it is of the greatest value to verify their own conclusions or detect their errors by comparison with the records of others, and that they may learn much of the methods of great scientific workers, and imbibe something of their spirit from their books.

The professional side of the work is always in view. Special attention is given to the features of the subject most adaptable to children, and to discussing their educational value and natural order of development. There is always, too, actual experience in obtaining material and in devising simple appliances for work.

### Physics.

The course consists of an elementary and an advanced one. The equivalent of five lessons per week for each semester of the school year is devoted to this subject. The program of recitations is so adjusted as to permit two periods of one and one half hours each, weekly, throughout the year, for individual work in the laboratory; the balance of the time is spent in class-room discussion upon the results obtained from such experimentation and in topical work selected from standard authorities coördinated to the experimental results already secured.

While the methods are mainly scientific and inductive, yet it is often necessary to accept conclusions upon authority, since, from point of time the rediscovery of all the laws of physics would be an impossibility.

The one object kept prominently in view is the evolution of thought. The stimulation of the powers of observation is but a means to an end. The laboratory method requires individual work on the part of the student; by this means interest is aroused, and this is maintained by vitalizing each experiment.

The student is led to ask his questions of natural phenomena. If the proper conclusions do not follow from the results secured, he must ascertain the sources of error and make allowance for them, or re-perform the experiment. Results are not made to conform to the end sought; but conclusions are drawn from the actual data secured. Independence of thought and not the blind following of a guide, observation of phenomena and not memorization of the pages of a prescribed textbook, self-help and self-inquiry of natural phenomena and not a slavish dependence upon authority or passivity as to physical investigation, are the things sought. The work is largely quantitative, special attention being paid to the units of measurement in the different departments of physical inquiry. All measurements of mass and extension, whether linear, areal, or cubical, are based upon the gram and centimeter, and



LECTURE ROOM FOR PHYSICS.



PHYSICAL, LABORATORY.



the student uses these units and thinks in them without memorization of tables; he ascertains the thickness of bodies of less than one thousandth of an inch, and finds the area of their cross-section and their mass in milligrams. A cubic decimeter of the air of the room is weighed, and the density of a cubic centimeter is found. With this as a standard, he finds the relative density of illuminating gas; the density of water is determined, and the relations of masses and volumes in the experimental determination of their specific gravities are ascertained and the best methods compared. A barometer is constructed, the height of its mercurial column measured, and the pressure of the air per square centimeter calculated; and the height of the building ascertained by the aneroid barometer. In heat, the coefficients of linear and cubical expansions of solids and liquids, the melting-point of ice and other solids, the boiling-point of water under varying atmospheric pressure, the thermal capacity and specific heat of different bodies, are found. In acoustics, the number of vibrations made by each note of the scale is determined by the siren; the ratios of the notes in comparison with the first of the gamut are ascertained; the middle scale and the octave above and below are constructed. The candle-powers of different lights in optics are calculated; the angles of incidence, reflection, and refraction are measured, and the index of refraction determined.

The use of the tangent galvanometer, the ammeter, and voltmeter in electrical measurements is made an important part of the work.

The manipulation of apparatus is a requirement in all laboratory experimentation. The range of subjects covered embraces about three hundred experiments. Brief notes of these are taken by each student at the time of the experiment. Carefully prepared mimeographic directions previously compiled, not only from typical experiments suggested by the best scientific authorities and observers, but also from those that have withstood the crucial test of the class-room, are supplied to each member, and special attention is paid to modern methods and discoveries in supplementing the list of exercises already prepared.

The students at their rooms make drawings of the apparatus used, and expand the notes already taken, paying due regard to system and scientific method and classification.

A physical library of seventy-five volumes, comprising text-books, reference works, and monographs, embodying modern and authoritative research, is placed in the lecture-room for the use of the classes pursuing this branch of study.

Originality in thought and method is encouraged, and students frequently avail themselves of the privileges of the laboratory at other than the recitation periods. A skilled machinist is connected with the school, whose services are given freely to the department when occasion requires.

Special attention is paid to coördinating the work, and to a full coöperation with other departments of school-instruction. This is especially true in the branches of music, chromatics, and physical geography.

The institution of Sloyd in the Normal is an invaluable adjunct to the



Department of Physics, as by this means a knowledge and use of tools are acquired, and many of the simpler pieces of apparatus are made.

In the shaping of the new course of study, which had its inception at the opening of the present school year, especial emphasis is placed upon the elementary course in Physics. Here the work has particular reference to the wants of the country schools. Simple apparatus is used, most of which the teacher constructs, and which represents only a nominal outlay to himself or the district. The advanced course prepares for teaching in the higher schools, or for college matriculation.

A much-needed appropriation has been secured from the State through the opportune visit of a legislative committee. This new apparatus with the present well-selected equipment, and with the finely lighted rooms of the new building so admirably adapted to experimental work in optics; the carefully appointed tables, each furnished with gas, Bunsen burners, balances, and other furnishings; the conveniences for water and ice; the well-stocked chemical laboratories; the tower for the determination of the laws of falling bodies—all afford abundant facility for experimental investigation and instruction.

### Human Physiology.

It is desirable that those who study the human body should see in it an organism whose activities are conditioned by the fundamental laws of Physics and Chemistry, and that they should also see that it has many things, both in structure and in function, in common with all other living organisms. This point of view once taken, the study of even Elementary Physiology is put upon a scientific basis. The student's previous training in Biology adds clearness to his conceptions of the processes going on within the body.

At the present time hygiene and sanitation are favorite themes for discussion, and as very diverse opinions are expressed, it is quite necessary that teachers should have some basis for distinguishing between what is and what is not scientific. This correct judgment can only come from a view of the body working as a whole—all affecting all—and for this reason the connection and coördination of the parts of the body, and of the functions thereof, is the central thought of the course.

If Physiology is a science, it should be made to yield the same training as other science studies. With this end in view, the students are brought into contact with as many objects of the study as possible, and physiological experiments and simple dissections are made by all. Breathing, the capillary circulation, the structure and action of the heart, and the action of muscle are shown by painless experiments upon living animals, and the class-room is always abundantly supplied with fresh material for the study of gross structure. The school cabinet contains a skeleton, good plaster and paper models, charts, and a large number of microscope slides for the study of human histology.

The students are led to see the benefits arising from hygienic living, and during the last half of the term, after they have obtained a fair

knowledge of the anatomy and of the activities of the body, articles and monographs by noted physicians and other scientists on such subjects as ventilation, drinking water, drainage, contagious diseases, disinfection, care of the eyes, foods: their adulteration, preparation, and value, are read and discussed.

As Human Physiology is the one science study taught in all schools, the various methods by which it may be made interesting, educative, and personally helpful to the children of the primary schools are carefully considered. The Normal students are trained to see that they can do much for the happiness and well-being of their pupils by judicious and truthful presentation of the laws of health as connected with habits of study, sleep, exercise, diet, and dress.

During the past year all of the classes in the school have had the benefit of a course of six lectures on matters of personal health and school sanitation by a practicing physician.

### Botany.

Two lines of work are carried on in Botany throughout the Junior year: a progressive study of types of different groups of plants, and systematic field work. Those beginning the subject in September take up the work in the following order:

1. *Study of structure and physiology of typical plants*, and comparison with related forms.

First Term.—

Protophytes and Algæ, fresh-water and marine.

Common Fungi, such as mold, rusts, lichens, and toadstools.

Liverworts and mosses.

Second Term.—

Ferns and Club Mosses.

Types of Spermaphytes, a pine, a monocotyledon, and a dicotyledon.

Further study and classification of flowering plants.

2. *Field work*, comprising observation on living plants in relation to their environment and collection of plants for herbarium.

Before the Rains.—

Collection of Algæ, and observations on their habitat, duration, and adaptation to surroundings.

Observations on higher plants that have not been dormant during the dry season, with reference to developing reasons for their survival.

Observation of typical seedlings growing in the laboratory under different conditions.

During and After the Rains.—

Collection of Fungi and Archegoniata, and observations on their duration or their altered phases as the season advances.

Observations on new growth from seeds and perennial underground parts.

Observation of leaf buds, their winter condition and time and manner of unfolding.

Collection of flowering plants and records of their habitat, duration, time of flowering, etc.

Always observations on pollination of flowers, from willow to milkweed.

Before Normal School students can be prepared to teach Botany intelligently even to children, they must acquire some comprehension of the scope of the subject and be trained in laboratory work, hence our course calls for much laboratory work with types. These types are taken from lower as well as from higher plants, not merely for the general view, but because experiments in the training school convince us that children have naturally as keen an interest in sea-mosses, mold, toadstools, and ferns as in flowering plants, and because a knowledge of lower plants aids in the comprehension of the more complex higher forms. Such plants are selected as types as can be had in abundance and in different stages of development. They are collected by the pupils themselves and their habitat and relation to surroundings noted. There are tables and other necessary apparatus for laboratory work, and opportunities to spend study periods in the laboratories, so that drawings are always made at the tables and notes are written with the objects before students.

Gross structure and much of the plant's life-history can always be carefully studied. Compound microscopes are provided for individual work and there is as much study of minute structure as can be done thoroughly with the pupil's limited time and skill. The Thoma microtome is used occasionally when the sectioning is difficult. Every effort is made to stimulate independent investigation and to have drawings and notebooks express truthfully and clearly what is seen. Physiology is always studied in connection with structure by means of experiments in the laboratory, out-of-door observation, lectures, and reference books. Much care is taken to impress Normal students with the fact that children's first interest in plants is not in their structure or classification, but in their life and habits; hence, special attention is given to growth and development from seed or spore, uses of parts and their mutual dependence, devices of plants for protection and adaptation to surroundings, plant movements, relation of size, color, fragrance, and form of flowers to insect visits, and kindred topics.

In comparing types with related forms, the number of plants assigned is adapted to the extremely varying capacity of individual pupils for this kind of work. A considerable portion of the whole time devoted to Botany is spent in comparison of flowering plants. By making two groups: early and late flowering plants, a large number of our most common and attractive species can be taken in logical order and some conception of classification is obtained. Identification by an artificial key is practiced to some extent, and herbariums are begun as devices for creating permanent interest.

Field work and study of living plants is made a special feature of our Normal School course, because it is believed that the teacher's own



enthusiasm for out-of-door study is a most important factor in fostering children's interest in nature. This work is much facilitated by our plan of extending the work in Botany throughout the year, making it possible to study plants under the varying conditions of the seasons. These observations are recorded in a special series of field-notes. Field work in Botany often furnishes a topic for exercises in the English classes, and is also correlated with Drawing. For instance, a student's own observations on some plant or group for a considerable period of time are made the subject of a paper, which he makes as attractive as he can in literary form, and the illustration of the paper is part of the regular class work in Drawing.

### Zoölogy.

In Zoölogy the aim is not to make zoölogists, but to encourage observation, emphasize application and personal endeavor, and cultivate an appreciation of nature. It is intended to be nature study rather than scientific investigation—the adaptation of scientific methods to public school work.

The principles of Zoölogy are learned by dissections, drawing animals, field work, comparison of types, and from lectures. The work is done mainly from specimens. Especial attention is paid to a few type forms that are easily obtained, and are selected from the following list:

Protozoa—Paramœcium; Vorticella; Amœba.

Porifera—Euplectella; Spongia.

Cœlenterata—Campanularia; Renilla; Metridium.

Echinodermata—Synapta; Asterias; Echinus; Holothuria.

Vermes—Bugula; Lumbricus; Various Marine Worms.

Arthropoda—Palanurus; Cancer; Daphnia; Cyclops; Mygalidæ;

Order of Insects.

Mollusca—Tapes; Chione; Ranella; Limnæa; Limax; Octopus.

Vertebrata—Amphioxus; Various Fishes; Birds.

Any animals that can be obtained are used to illustrate special characteristics, protective coloration, adaptability to surroundings, and destructive or beneficial habits, because a teacher should have a speaking acquaintance with many forms in order to teach intelligently.

The animals are drawn, examined superficially, compared with others, like and unlike, and then, if large, are dissected; if small, are examined in parts by the microscope. Protozoans and smaller crustaceans are studied entirely by means of the microscope.

Independent investigation is encouraged. Some independence is gained by having different related animals, as different orders of insects, studied in the class at the same time. This also adapts the demand to the natural supply. Pupils furnish their own specimens when possible, and thus gain some knowledge of habit, habitat, and home life of animals.

Standard works on Zoölogy are in the library and specimen room for reference at all times, so that the pupils may learn relationships, geo-

graphical distribution, and anything that cannot be obtained from specimens in the laboratory.

The plan is to begin with lower animals and work up to the higher, giving the important groups of each phylum a portion of the time; although from want of time, and material, and museum specimens, but little attention has been given to mammals.

The line of work in other groups has been more extensive than is usual in Normal Schools, because of the great abundance of available material. The work varies somewhat according to season and the supply of specimens. Small animals are kept alive in wire-cloth cages and in jars of salt or fresh water.

Emphasis is laid on specimens easy to obtain, and on means of studying living animals available in any school district, and on the necessity of keeping harmless common animals, like insects, sow-bugs, garden and pond snails, horned-toads, common toads, and tadpoles, alive so as to study their habits and peculiarities.

As insects are interesting to children and universally available, considerable time is devoted to general metamorphosis, the orders of insects, injurious insects, and the mounting of slides for the study of insect anatomy. Entomology is more easily adapted to public school work in all sections of the State than any other department of Zoölogy, and this is sufficient reason for spending extra time on insects.

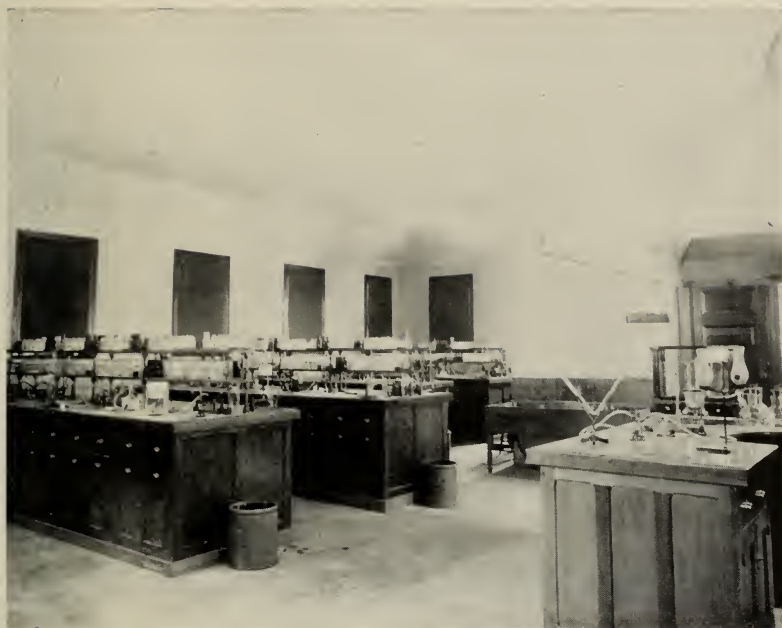
Los Angeles is an ideal locality for collecting zoölogical specimens. The shallow streams and the reservoirs supply pond snails, fresh-water mussels, and small crustacea, while nearness to the sea permits a good supply of sponges, hydroids, corals, sea-anemones, starfish, sea-urchins, crustacea, worms, mollusks, and fish; the cactus patches supply land snails; and the dry hillsides are full of scorpion homes and trap-door spider towns.

Interest is aroused in embryology by the study of eggs of pond snails and the development of frog's eggs. There is a good supply of microscopes, accessories, and mounting material for the study of microscopic forms and tissues. Thirty-six small compound, and one Crouch's binocular microscopes are in constant use, and a solar microscope is used frequently. The pupils of the ninth grade of the Training School have the use of the laboratory and microscopes, and are furnished with material by the teacher of biology. The Normal pupils are taught how to make mounts of their best dissections for permanent slides. The museum contains a good collection of zoölogical, botanical, palæontological, and geological specimens, which are used in the classes and in the Training School. It is used as a reference room in connection with the laboratory and library.

### Chemistry.

The course in Chemistry consists of laboratory work by the pupils, supplemented by class-room discussions of chemical laws and theories, careful study of the works of the best modern chemists on certain topics,





CHEMICAL LABORATORY.



BIOLOGICAL LABORATORY, No. 1.



and a consideration of interesting articles as they appear in the scientific journals and magazines.

During the first term, about a dozen gases are studied in reference to their physical properties and chemical affinities. The common acids, bases, and salts are made and tested; a careful study of coals, illuminating gas, explosive gases, and flame is followed by a number of oxidations and reductions by flame, sufficient to illustrate the general principles of blowpipe analysis. Some practice is given in stoichiometrical calculations, based as much as possible upon the experiments that the pupils have actually performed.

Because it is thought that Analytical Chemistry offers a convenient introduction to the methods of experimental science, and because it affords excellent training for many faculties not always developed by ordinary school work, the study of delicate and characteristic tests and reactions, together with the analysis of simple salts and solutions, is begun as soon as the pupils have acquired some skill in manipulation and some general understanding of chemical values and reactions. This work, as far as it goes, is intended to embody the most approved methods of qualitative analysis, and aside from its educational value, it often has a direct bearing upon the practical affairs of life, as in the detection of adulterations and poisons.

It is desired that this course should be extremely practical; the graver technicalities of the science are avoided, and the students are led to use the facts and general principles learned in explaining common processes and phenomena. A knowledge of household and domestic chemistry is always of real value; it is especially valuable now, when sociologists, philanthropists, and scientists are trying to make comfortable and clean living universal. A cooking school in every town is not at present possible, but there are many reasons why a professional teacher in a common school should be able to give sound instruction in the proper and economical preparation of healthful foods and beverages. We believe that there is no branch of science which might be of more benefit to the community, if it were properly understood and applied, than domestic and household chemistry—scientific cooking and cleansing. An attempt is now being made in this school to do something in this direction, and our students are carefully instructed in the best methods of soup and bread making; of baking and boiling meats and vegetables; in the proper preparation of tea, coffee, and chocolate, and in the sterilization of milk and water; in the use of soaps, acids, and alkalis in cleaning and decolorizing, and in the choice and use of simple disinfectants. These processes are all based upon general chemical laws, and it is only rational to teach the laws and the processes together, especially as the processes are of paramount importance in the economy of society.

#### Astronomy.

In the brief time devoted to this subject, ten weeks, no attempt will be made to go beyond the elucidation and application of the most practical

features ; giving to students a clear apprehension of the general principles underlying the subject, and such a knowledge of astronomical facts as will enable them to comprehend and to explain all the important phenomena that are based upon these facts and principles.

The chief attention will be given to the planetary system, with special reference to the earth's relation to other planets, to the sun, and to the moon ; the causes of the tides, eclipses, transits, the seasons, precession, etc.

The principal constellations and leading stars will also be studied, and as much attention given to drawing and telescopic work as time and opportunity will permit. The everyday value of the subject and its inspiration to a higher life will be made prominent in the pursuit of the study.

### Geography.

Geography comprehends not only the study of the earth as it appears to-day, but also the study of those agencies which have shaped and are now shaping its surface.

To read intelligently the great text-book which lies ever open before us; to see in geographical and topographical position the prosperity or weakness of a given region; to build upon the structural picture the appropriate life and civilization; to associate daily events with their respective places—these are some of the objects of this work.

This subject, which is one of the broadest, most instructive, and most interesting of studies, is frequently styled "dry," and indeed, the mere memorizing of names, the location of places, and the pupil's knowledge that just such and such questions will be asked, rob geography of its life and value.

Pupils before entering the Normal School have had several years' training in Elementary Geography and are well grounded in this work. They are now capable of grasping the subject in its wider application, and of appreciating the relation between geography and everyday life.

The work in the Junior year deals with Physiography and Physical Geography. Land Sculpture, or the work of erosion, in its many forms is carefully studied. The basis for this study is actual observation, supplemented by text and class-room instruction. Aside from its intrinsic value, this work fixes in the student the habit of original investigation, reasoning, and comparison.

For the purpose of carrying on this observational work, short excursions to favorable places are made. A trip to the river will show the action of the stream in cutting from side to side. The origin of curves will be readily seen. The student will discover and be led to account for the existence of deep water on the up-stream side of the curve, and shallow water on the down-stream side. The relation of velocity to grade, volume, friction, eroding, and carrying power is here shown. A fine opportunity is offered for studying the formation of islands, capes, bays, sand-bars, etc.

In any of the cañons may be seen examples of the downward cutting



of streams. The student is led to discover that the stream does not develop from its source toward its mouth, but that it gradually eats back into the land. The origin and destruction of falls are illustrated by the action of the water upon strata of varying degrees of hardness. These trips present opportunities for studying the formation of the region. The student becomes familiar with the common rocks. He notices their position, and finds out whether they are stratified or igneous. The action of plant life in aiding and preventing erosion, and the preference of certain plant forms for certain soils, degrees of moisture, and altitudes, are brought to his notice.

The sea-coast is another valuable field of study. The peculiar action of the wave as it nears the shore, and the cause of the under-tow, are studied. The great work of the waves in converting cliffs into boulders, boulders into beautifully rounded pebbles, and the building of the ground-up material into beaches and sand dunes, is a lesson presented in such a way that it cannot be forgotten. This trip is made to contribute to the biology work by the collection of specimens used in class work.

These are a few of the many geographic processes, which a little judicious directing on the part of the teacher will enable the student to work out for himself.

In a geographical sense the river- or brook-basin is the unit of area. All land surface is but a repetition of drainage basins. The work performed by one stream is, in a greater or less degree, performed by all streams. The power to analyze the river-basin, and to interpret the work going on within it, gives the ability to grasp the structure of a continent. The pupil studies the relief-map of a continent, and he sees that there is a great ridge or "back-bone" extending its entire length. He sees that from this mountain system the land slopes down on either side until it meets the ocean. The continent, then, like the river-basin, is composed of two slopes; but these slopes, instead of meeting at their lower edges, meet at their upper edges, forming a continental divide. The direction of the divide determines the general direction of the rivers, while its height determines their velocity. These two great slopes are made up of countless river-basins, each consisting of two slopes.

Upon the position of these continental slopes depend their climate, soil, and civilization. If they face warm, moisture-laden winds, they will have an abundant rainfall, luxuriant vegetation, and be capable of supporting a dense population. If a great mountain barrier cuts off these winds, the slopes will be arid wastes, and will play but a small part in the history of the world.

The study of climate leads to the study of the general distribution of rainfall, plant and animal life, and races of men.

The course in the third year is planned with special reference to aiding the students in teaching the subject. The great importance of structure, soil, and climate, in determining the political, commercial, and historical prominence of a city or county, is dwelt upon. Assyria, Egypt, Palestine, Greece, Italy, and other countries which, on account of their



environments, were peculiarly fitted to act as the guardians of infant civilizations, receive particular attention. No study can be pursued as an independent branch apart from all others, and the close relation between Geography and other subjects is from time to time brought out. The order of the presentation of the subject to the children, and the arrangement of the subject-matter, are discussed in the class.

Sand-molding and chalk-modeling are invaluable aids in the teaching of Geography, and sufficient instruction in this work is given, to enable pupils to represent rapidly and with a considerable degree of accuracy, the general surface features of any area.

In order to develop the human side of the subject, the text-book is supplemented by reliable books on travel, articles in the leading magazines, the Consular Reports, and pictures showing cities, the home life of the people, their dress and occupations. Students are encouraged in the collection of pictures and geographic articles for their own use. The Consular Reports, which are issued monthly, are of great value in correcting statements found in the text-books in regard to the leading industries, exports, imports, lines of travel, population, boundaries, etc.

The school is supplied with a large relief-globe, maps, and atlases, including many duplicate copies of Longman's Atlas, and many exercises are given in map study.

About 1700 photographs and illustrations from the best periodicals have been mounted, classified, and indexed by the Junior class.

The use and misuse of text-books are indicated.

Pupils are taught the value of reference books, and use them constantly.

The Library is well supplied with standard geographical reference books, including Stanford's "Compendium" and Reclus's "Earth and Its Inhabitants." The use of such compilations as Knox's "Boy Travelers" is recognized, but much effort is made to induce pupils to read books that record geographical impressions at first hand, and with sufficient imagination and taste to constitute good literature. Geographical articles in the leading periodicals are very fully indexed in the library card catalogue; and often an essay, a chapter of history, or some excellent bit of fiction gives the desired local color.

Every effort is made to inculcate a love of study, the power and desire to carry on original investigation, and the realization that the work done in the school-room is but the beginning of the work of the true student.

### MATHEMATICS.

The mathematics in the course of study comprises Arithmetic, Algebra, and Geometry. Clearness in demonstration, accuracy in statement, and rapidity in execution receive careful attention as requisites of great importance for the teacher's work. Disciplinary processes belong essentially to the pure mathematics; therefore, the training in these subjects by systematic and practical work develops analytic strength in the pupil. The relation which these subjects bear to one another is kept constantly

in view ; the generalizations in algebra aid in the solution of problems in arithmetic, and the principles in geometry are the basis for examples in mensuration.

### Arithmetic.

Clearness in demonstration, accuracy in statement, and rapidity are essentials for the teacher. Disciplinary processes develop analytic strength. Therefore, the work in Arithmetic aims :

1. To secure accuracy and rapidity.
2. To use as far as possible mental work.
3. To require clear methods of analysis.
4. To study the several topics by outline.
5. To develop the rule of operation by a careful analysis.
6. To use practical business methods :—as in papering, carpeting, shingling, and in the several topics in percentage.
7. To keep in mind the unity of the subject :—the operations in fractions are deduced from the principles in division ; the operations in the use of rate per cent are but the repetition of what has already been developed in decimals.
8. To encourage independent investigation of original problems, to be able to see the relation of the given parts and their bearing upon the required elements, to gain power in the interpretation of a problem in order to make a correct analysis.
9. To utilize in the Senior year the work done in geometry by applying its principles to a clear, lucid demonstration of practical exercises in mensuration.
10. To have ever before the class that they will soon have this work to do in the school-room, and that it must be done in the best and clearest manner possible.

### Algebra.

In view of the comparatively small use made of Algebra in the Grammar Schools, and the short time devoted to its study in the Normal course, the more complicated and speculative topics of the subject are omitted, and the time devoted to the thorough acquirement of those parts of practical value. This value is both commercial and disciplinary. Many problems, insolvable by Arithmetic, are readily solved by Algebra, and many difficult Arithmetical problems are made easy by the application of the principles of Algebra. Factoring develops the ability to see combinations ; the solution of the equation strengthens the power of investigation ; the theory of exponents and the treatment of radical quantities stimulate to exactness ; the statement of problems trains to analysis ; generalization broadens the range used in arithmetical methods. The more complicated examples and problems of the text-book give place to a greater number of simpler test exercises, for rapidity and accuracy are gained ; and, at the same time, is secured the larger benefit of developing mental power, as well as the ability to use the processes readily in subsequent operations.

By presenting the wonderful flexibility of the subject, together with its unerring accuracy and practical value, it may be made to lose much of its traditional dryness.

### Geometry.

"Demonstrative Geometry is the most elaborate illustration of the mechanism of formal logic in the entire curriculum of the student"; therefore, the work in this subject embodies the following plan:

1. The process of reasoning, by which the truth sought is clearly developed step by step from the hypothesis.

2. In order that the individual's view may be broadened by seeing other methods than his own, large opportunity is given for discussing the relations and principles used in the solution of the exercise.

3. The use of the text-book is reduced to a minimum. It is opportunely used in the earlier weeks for the benefit of definitions and the form in making demonstrations of the simpler theorems. Subsequently the work is based upon original exercises, for these stimulate the student to invent, to combine principles, and to examine into relations.

4. To separate in the student's mind the numerical relation from the geometric relation, the concrete from the abstract, and to impress the fact that geometry develops the principle which to be applied in the arts must receive a numerical value.

5. In order to get a clear, definite notion of the principles proven of any particular magnitude—as of the isosceles triangle, or the parallelogram—a syllabus of this is prepared, so that all the relations in the order of development are grouped into one whole.

6. In concrete geometry, the pupil makes and uses the protractor and the scale of equal parts. With the former he measures and lays off angles, and with the latter he reduces lengths and distances for making his drawing.

7. As preparatory for teaching elementary geometry in the Training Department, regular class-work is done by the pupils.

### BOOKKEEPING.

To this subject is given as practical a phase as possible in the absence of the accessories of actual business life, and in view of the want of business experience of the great majority of the students.

The theory of accounts is developed along with the actual keeping of accounts in regular form, in order to deprive it, as far as possible, of that abstractness with which it would otherwise appear to minds untrained in business forms. But little attention is given to single entry bookkeeping, as it, in no sense, presents the science of bookkeeping, and ought to be discouraged in practice. In this subject, the individual method of instruction is adopted as soon as the pupils have been carried together through one or two brief sets of books, and the spirit of independence encouraged and cultivated from the beginning of the individual work. A recent change in the course of study, placing this study for-

ward several years, is in the interest of better results, as it brings to the study greater maturity, more familiarity with business terms, and a class of students who have passed through the sifting process of the lower grades.

We aim to prepare students not only to teach the subject in the schools, but also to be of practical assistance to any who may need their guidance in such matters at home or in the districts.

## MISCELLANEOUS.

### History and Civics.

In a brief course of European history, two evils are to be avoided: that of attempting to cover too wide a field, thus leaving the student with a mass of facts whose correlation he has no time to consider, and the opposite extreme of making too minute a study of a single country or period.

The outline given below may appear to be faulty in the former particular, but it will be seen to include only those nations whose history throws a strong light on our own, and whose institutions furnish a good basis of comparison with ours; also, that the range of subjects is limited. The aim is not so much to acquire an extended knowledge of facts concerning wars and dynasties as to obtain a clear impression of the life of a people during the period under consideration, and, as far as possible, to gain an understanding of their connection with their contemporaries.

The time devoted to United States history is short, but it is expected that a pupil entering the Normal School will be sufficiently familiar with the facts of our history to enable him to study intelligently the workings of our government, and to trace the relation of cause and effect. The work is arranged more with reference to logical sequence than to arbitrary divisions of time, and topics are frequently assigned to individuals for special investigation.

Whenever practicable, original documents are used, with a view of inducing pupils to think for themselves and to discriminate as to the value of authority. Sheldon's "General History" has been found to be admirably adapted to this purpose, so far as European history is concerned. Material bearing upon United States history is easily obtained. Besides the Constitution and the Articles of Confederation, such leaflets as the "Saga of Eric the Red," "Vespucius's Account of his First Voyage," and "Verrazzano's Letter," have been used with good results.

### *Outline.*

*First Year, Second Term.*—Grecian, Roman, and Mediæval:

Geography of Greece and adjacent lands.

Political, social, and industrial life of the Heroic Age and the Age of Pericles.

Important events and results of the Persian and Peloponnesian Wars. Alexandrian Conquests, and their effects on later civilization.



The Romans of the Republic; their character, manners, customs, form of government.

The fall of the Republic, and the establishment of the Empire.

The growth of the Empire, and the spread of Christianity.

The barbarians, and the downfall of the Western Empire.

The Saracens; their rise, their conquests, and their final expulsion from Western Europe.

The beginnings of Modern Europe.

Feudalism and Chivalry.

The Crusades, and their effect on civilization.

*Second Year, First Term.*—English and Related European:

Britain and its occupation by the Romans.

The Saxon conquest, and the introduction of Teutonic language, customs, and institutions.

The Norman conquest, and its effect on language and government.

Magna Charta, and the origin and growth of parliamentary power.

The revival of learning, and the Reformation.

The reign of Elizabeth.

The Puritans and the Colonization of America.

The struggle for civil liberty.

The Age of Queen Anne.

Contest for possession of American territory.

Policy toward American Colonies.

Reforms of the present century.

*Second Year, Second Term.*—United States History and Government:

The first forms of local government in New England and in the South.

The growth of free institutions, and the development of the idea of union between the colonies.

The struggle for independence.

The Confederation, with a careful study of the causes that led to the formation and adoption of the Constitution.

The Constitution: The document itself, and the political questions growing out of its interpretation.

The Constitutional Period, with a topical study of important subjects, such as: Political and financial affairs; the contest over the extension of slavery; the material development of the country; progress in education, literature, and invention; foreign relations, and the questions of the day.

### Drawing and Sloyd.

Drawing and Sloyd run through the entire Normal course of four years.

One hour and a half per week is devoted to each subject, except in the first half of the last two years, when the time is somewhat shortened.

The end and aim of the instruction is not to make artists nor artisans, but to coöperate with the other departments of the school in securing harmonious and all-sided development of mind and body for its students.





DRAWING ROOM.



SLOYD WORK SHOP.



The two subjects are so nearly allied that much that may be said of the purpose of one is equally true of the other.

Both have come to be recognized as necessary factors in a complete moral, mental, and physical development.

When taught properly they "awaken intelligence, fix the attention, inculcate habits of order, exactness, and neatness, and train the will to an extent that makes it a powerful educational instrument."

Because from the Normal School will come the teaching force that will largely mold public opinion and meet the educational demands of this section of our State, these departments have been established; not for utilitarian purposes, but for the reason that such training is based on the soundest educational principles, and tends to make pupils more productive in thought and deed, better balanced mentally and physically, and equips them with new power.

Through enlarged capability of expressing thought and feeling, both personal culture and practical usefulness are gained. Whatever be the medium used, there must be creative expression, if any great amount of culture results from this training.

#### *Outline of Freehand Drawing Course.*

##### *First Year.*—Primary work:

Form study. Drawing and color.

Development of type solids from familiar objects.

Study of solids: name, action, surface, edges, corners. Clay-modeling of type forms, and objects based on them.

Principles underlying the three divisions of the subject: Construction, Representation, and Decoration, developed by the use of sticks, tablets, paper for folding, chalk, and pencil. Expression by drawing is first given at the blackboard, in the freest, broadest manner, after which paper and pencil are used. Imaginative drawing and illustrations of plant and life forms observed are encouraged from the beginning.

The cultivation of the color sense naturally accompanies the study of form, and is begun by the study of pure color, using the prism, and carried on by the aid of colored tablets and papers in the earlier years.

Order of color lessons: Observation of prism reflections; Children's choice of color; Matching colors; Laying spectrum from memory; Matching color chart; Pairing colors; Study of color relations; Naming spectrum colors; Naming intermediate hues.

Free cutting and pasting of simple decorative designs in colored paper.

Intermediate grade work: Essentials of Prang's Complete Course, Books I to VI, inclusive.

##### *Second Year.*—Grammar grade work:

Essentials of Prang's Complete Course, Books VII and VIII.

Object drawing and illustrations of nature study, in pencil, pen and ink, showing light and shade. The purpose here is to connect the drawing more closely with the work of other departments, especially Botany, Zoölogy, and Physics.

Historic ornament will be taken up in connection with English and History, and executed in various mediums, and the study of literature will be aided by graphic expression.

Clay-modeling of fruit, vegetables, plant form, and ornament in relief, characteristic of the different historic styles, will occupy a portion of the time allotted to each year's work.

*Third Year.—*

Essentials of Prang's Complete Course, Books IX and X.

Pen and ink sketching.

Modeling.

*Fourth Year.—*

Historic ornament in water color.

Sketching from nature. Models and objects, in light and shade, executed in various mediums.

Lectures on history of art and architecture will accompany the course.

*Explanations and Outline of Sloyd Course.*

Sloyd is a system of educational woodwork. Such training, to be worthy of general adoption, must fill these conditions :

1. It must be a training of the pupil, not the teaching of a trade.
2. It must be done with available, inexpensive material that affords a strong resistance to the hand.
3. It must be a training that by methodical arrangement and accord with the best principles of education makes the teacher who learns it a better teacher.

Teachers and pupils who have had experience in Sloyd work agree that it fulfills these conditions. The exercises are so methodically arranged that the work is as difficult in the first model as in the last, because the development of power keeps pace with the work as it progresses.

They are so varied that thinking never gives way to automatic action. Definite purpose is excited by the making of only complete objects. The work is entirely individual, cultivating self-reliance.

"Sloyd and Drawing are co-related. They are in fact inseparable, for there is an inner organic connection between these subjects. As no methodical work in material, especially wood, can be done, except after the performance of some outline drawing, the drawing must precede the woodwork, and one of the principal aims is to combine manual instruction organically with drawing instruction. Without this organic connection the Sloyd as well as any other form of manual training will not affect mind training."

*The Course.*

*First Year.—*

(a) Order of tools, boards, etc., in the room.

(b) Use, construction, and adjustment of tools.

(c) Drawing of models (plans only), including inventional and descriptive geometry.

- (d) Selection of materials.
- (e) Manipulation of tools in constructing the models.
- (f) Analysis and diagrams of work finished.

*Second Year.—*

- (a) Sharpening of tools.
- (b) Drawing of elevation, end and sectional views.
- (c) Drawing on reduced scales.
- (d) Surface planing.
- (e) Short history of Froebel, Cygnaeus, and others.
- (f) Some history and theory of Sloyd.

*Third Year.—*

- (a) Carving and gouging.
- (b) Drawings made in ink.
- (c) Isometric and orthographic projection.
- (d) Linear perspective.
- (e) Analysis and classification of tools.
- (f) Theory continued.
- (g) Review of analysis of first models.

*Fourth Year.—*

- (a) Blue printing.
- (b) Botanical structure and properties of woods.
- (c) Glue jointing.
- (d) Review of analysis and inner progression of models.
- (e) Methods and estimates.

An analysis of the exercises embodied in the models, showing also the interwoven application and recurrence of some exercises, is here appended. The analysis graphically illustrates the well-regulated repetition of the exercises, and that this repetition is performed under varied circumstances and on advanced work. Each model represents a certain number of exercises. The models are thus the expressions of said set of exercises, and from the analysis it is found that each model, with its set of exercises, is but a sequence of the preceding ones.

It further shows the fact that every model exists only for the purpose of introducing new cognitions, new tools, new exercises in drawing and woodwork, in an organic, progressive growth, keeping pace with the growth of the mind and body of the students.

The instruction involves both individual and class methods. The general use of tools, working positions, sharpening of tools, etc., are all illustrated by class instruction. This is also the case in the mechanical drawing which precedes the making of each model. All general principles are illustrated on the blackboard. Individual instruction is predominant, however, and each student receives individual observance, guidance, and instruction.



The director does not touch the work, which is prepared and finished entirely by the student.

It is desired to make the Sloyd work of Southern California a unit, so far as possible.

## ANALYSIS

*Showing the Inner Connection and Methodical Progression of the Exercises\* which make up the Models in the Sloyd Course.*

NO.	Names.	Numbers Indicating the Exercises Shown in the Synopsis.
1	Preparatory .....	1, 2.
2	Label .....	1, 2, 3, 4, 5, 6.
3	Keytag .....	1, 2, 3, 4, 7, 8.
4	Table mat .....	1, 2, 9, 10, 11, 7, 12.
5	Quarter foil .....	1, 2, 3, 4, 5, 9, 8, 13, 7, 12.
6	Triangle .....	1, 2, 3, 4, 14, 7, 12.
7	Pencil sharpener .....	1, 2, 3, 4, 9, 8, 15, 6, 7, 12, 16.
8	Cutting board .....	1, 2, 9, 10, 17, 11, 12.
9	Pentagonal mat .....	1, 2, 5, 14, 18, 11, 12.
10	Keyboard .....	1, 2, 3, 4, 9, 19, 15, 12, 20, 21, 12.
11	Bracket .....	1, 2, 3, 4, 9, 8, 22, 7, 3, 4, 8, 3, 4, 8, 15, 12, 16, 23.
12	Picture frame† .....	1, 2, 3, 4, 9, 10, 8, 15, 7, 24, 25, 26, 1, 2, 3, 4, 9, 15, 16, 23, 12.
13	Flower stick .....	1, 2, 37, 28, 29.
14	Penholder .....	1, 2, 29, 30, 31, 12.
15	Flower-pot stand .....	1, 2, 27, 32, 28, 33, 1, 27, 13, 23, 34, 12.
16	Flower cross .....	1, 2, 27, 2, 4, 33, 2, 29, 19, 13, 8, 35, 36, 12.
17	Corner bracket .....	1, 2, 3, 4, 9, 10, 17, 11, 7, 37, 1, 2, 27, 4, 8, 38, 31, 12.
18	Hammer handle .....	1, 2, 27, 28, 33, 6, 39, 6, 39, 4, 40, 12.
19	Box .....	1, 2, 27, 4, 12, 40a, 16, 23, 1, 2, 27, 4, 12, 23, 34, 27, 12.
20	Hatchet handle .....	1, 2, 27, 28, 33, 27, 4, 9, 10, 5, 6, 41, 11, 40, 12, 42.
21	Picture frame† .....	1, 2, 27, 28, 33, 4, 43, 36, 44, 1, 2, 27, 28, 4, 27, 11, 12, 23, 12.
22	Key rack .....	1, 2, 27, 32, 28, 4, 45, 46, 20, 21, 12.
23	Paper-knife .....	1, 2, 27, 28, 27, 4, 5, 47, 29, 8, 15, 11, 45, 46, 48, 12.
24	Ruler .....	1, 2, 27, 28, 33, 27, 4, 49, 40, 7, 12.
25	Mitered frame .....	1, 2, 27, 28, 33, 27, 50, 51, 16, 23, 34, 27, 12, 1, 2, 27, 28, 4, 11, 12, 23.
26	Pen tray .....	1, 2, 27, 28, 33, 27, 4, 45, 46, 52, 53, 12.
27	Towel roller .....	1, 2, 32, 27, 28, 33, 19, 15, 45, 46, 27, 4, 8, 5, 6, 31, 36, 28, 54, 55, 56, 57, 38, 40a, 12.
28	Hat rack .....	1, 2, 27, 28, 33, 27, 32, 49, 4, 58, 11, 33, 31, 12, 1, 2, 27, 28, 33, 4, 35, 19, 8, 60, 59, 16, 61, 12.
29	Cake spoon .....	1, 2, 27, 28, 33, 27, 9, 39, 9, 41, 17, 11, 15, 62, 7, 24, 15, 52, 53, 40, 12.
30	Frame .....	1, 2, 27, 28, 33, 27, 63, 64, 2, 1, 36, 2, 65, 36, 1, 2, 66, 1, 5, 36, 67, 60, 27, 12.
31	Lamp bracket§ .....	1, 2, 27, 32, 28, 27, 9, 22, 9, 8, 7, 45, 46, 1, 2, 27, 28, 4, 68, 12, 16, 69, 23, 27, 12.
32	Shelf .....	1, 2, 27, 32, 4, 28, 70, 5, 36, 9, 10, 8, 15, 71, 46, 16, 72, 40a, 38, 12, 1, 2, 27, 28, 33, 40a, 38, 12.
33	Scoop .....	1, 2, 27, 28, 4, 9, 10, 73, 53, 12, 5, 6, 62, 17, 8, 15, 48, 12.
34	Book rack .....	1, 2, 27, 28, 32, 27, 4, 1, 2, 27, 28, 32, 27, 4, 9, 74, 8, 15, 75, 12, 77, 76, 48, 45.
35	Knife box .....	1, 2, 27, 28, 32, 33, 27, 4, 33, 78, 79, 7, 24, 15, 8, 9, 10, 17, 11, 12, 16, 1, 2, 27, 33, 27, 49, 11, 12, 23, 34.
36	Tray .....	1, 2, 27, 28, 33, 27, 4, 49, 1, 2, 27, 28, 33, 27, 4, 9, 10, 17, 11, 7, 24, 8, 15, 30, 12, 80, 81, 57, 38, 12, 77.
37	Hanging cabinet A .....	1, 2, 27, 28, 33, 27, 4, 49, 1, 2, 27, 28, 33, 27, 4, 9, 10, 17, 11, 7, 24, 8, 15, 30, 12, 80, 82, 83, 84, 85, 86, 87, 89, 90.
38		
39	Tool chest B.....	} Completed pieces involving all the foregoing exercises.
40		

\*Sloyd Exercise—A manipulation with a tool, involving mental and physical efforts.  
 † First year's course. ‡ Second year's course. § Third year's course. a Fourth year's course. The figures indicate the exercises involved in making each model, and are explained in the columns following. For example: 1 means rip sawing; 2, crosscut sawing; 4, cross planing; 7, boring, etc.

## KEY TO NUMBERS USED IN ANALYSIS.

- |                                       |  |  |
|---------------------------------------|--|--|
| 1. Rip sawing.                        | 30. Modeling with knife.                       | 61. Wedging.                               |
| 2. Crosscut sawing.                   | 31. Boring (perpendicular).                    | 62. Cutting with drawing-knife.            |
| 3. Length planing (edge).             | 32. "To joint" a surface (winding sticks).     | 63. Mortise gauging.                       |
| 4. Cross planing (end).               | 33. Gauging.                                   | 64. Halved corner joint.                   |
| 5. Oblique sawing.                    | 34. Nail sinking.                              | 65. Open mortise and tenon joint.          |
| 6. Oblique planing.                   | 35. Halved-together joint.                     | 66. Half blind haunched mortise and tenon. |
| 7. Boring (horizontal).               | 36. Chiseling.                                 | 67. Double mortise and tenon with miter.   |
| 8. Curve filing (convex curve).       | 37. Counter sinking.                           | 68. Dovetailing.                           |
| 9. Curve sawing.                      | 38. Screwing.                                  | 69. Mitering (miter box).                  |
| 10. Spoke shaving.                    | 39. Modeling with spoke shave (symmetric).     | 70. Slotting (router planing).             |
| 11. Modeling with flat file.          | 40. Scraping.                                  | 71. Dovetailing.                           |
| 12. Sandpapering.                     | 40a. "Flush joint."                            | 72. Straight edge beveling.                |
| 13. Filing right angles (exterior).   | 41. Modeling with spoke shave (non-symmetric). | 73. Gouging (scooping).                    |
| 14. Block planing (free-hand).        | 42. End filing.                                | 74. Contouring.                            |
| 15. Curve filing (concave curve).     | 43. Halved lapping.                            | 75. Carving (bas relief).                  |
| 16. Glueing.                          | 44. Grooving with chisel.                      | 76. Fitting hinges.                        |
| 17. Modeling with spoke shave.        | 45. Veining.                                   | 77. Shellacking.                           |
| 18. Beveling with block plane.        | 46. Carving.                                   | 78. Butt joining (housed joint).           |
| 19. Straight edge filing.             | 47. Oblique surface planing.                   | 79. Butt joining (end joint).              |
| 20. Fixing metal fittings.            | 48. Punching.                                  | 80. Dovetail with miter.                   |
| 21. Metal filing.                     | 49. Beveling with jack plane.                  | 81. Geometric carving.                     |
| 22. Filing symmetrical curves.        | 50. Rabbit planing.                            | 82. Paneling.                              |
| 23. Nailing.                          | 51. Mitering.                                  | 83. Half blind dovetailing.                |
| 24. Compass sawing.                   | 52. Grooving with gouge.                       | 84. Fitting lock.                          |
| 25. Filing right angles (interior).   | 53. Scraping with round scraper.               | 85. Making moldings.                       |
| 26. Beveling with flat file.          | 54. Planing octagonal prism.                   | 86. Plow planing.                          |
| 27. Length planing (surface planing). | 55. Planing round prism.                       | 87. Mortise and tenon (stile and rail).    |
| 28. Squaring.                         | 56. Fitting axle.                              | 88. Inlaying.                              |
| 29. Whittling (point whittling).      | 57. Clamping.                                  | 89. Doweling.                              |
|                                       | 58. Chamfering with chisel.                    | 90. Glueing joints.*                       |
|                                       | 59. Chamfering with knife.                     |  |
|                                       | 60. Fitting dowels.                            |  |

## Voice Culture and Reading.

The test of vocal culture, in reading, is the fidelity with which the voice reveals the state of mind. When freed from limitations the voice is a truer reporter of the state of mind; but, from a variety of causes, almost every voice has become more or less perverted. The first object, therefore, is to free the voice from its limitations: huskiness, nasality, and other impurities; give it range, fullness, volume, smoothness, flexibility, sympathy, and power. To this must be added control of the organs of speech before freedom of expression can be gained. The desired results are obtained by voice exercises which give a right direction of tone that will prevent misuse of the voice; increase of range, free articulation, knowledge of pitch, time, and tune; development of tone perception; conception of the relation of pitch and length of sound, which must precede correct utterance; and correct breathing.

The body is the servant of the mind, and should be cultivated accordingly. Man has no power of expressing thought, purpose, or emotion independent of it. The gesture drill results in the development and refinement of the entire physical person. It gives correct position, lifts the vital organs to their proper altitude, strengthens the muscles surrounding the vital organs, preserves the due balance between the energy that wastes and the energy that supplies, strengthens the nerve centers and frees the surfaces, gives freedom and elasticity to the muscles, and ease and harmony of movement.

The student's power to comprehend an author's thought and give it with true expression is developed by a thorough and systematic training under the "New Philosophy of Expression," which places the study of reading on a methodical basis.

The laws on which the progressive and graded steps in the "Evolution of Expression" rest are in harmony with accepted principles of psychology, and by these steps the student is brought to a realization of the criteria of the teacher.

The power of expression is developed by drill work upon selections from the great orators, essayists, dramatists, and poets, and by illustrations of the sixteen different steps: "animation," "smoothness," "volume," "forming of elements of speech," "slide," "vital slide," "slide in volume," "forming of pictures," "literary analysis," "vitalized pictures," "taste," "relation of values," "ellipse," "magnanimity," "benevolence," and "purpose." The individuality of the reader is of the first importance. The reader is educated not by fashioning him after a certain model, or making him a slave to arbitrary rules, but by disciplining all the agents of expression, quickening and developing the intellectual faculties, cultivating imagination, and deepening and guiding the feelings.

### Music.

As students are admitted to the school without any previous training or knowledge of this subject, they will find the first year the most difficult of the course, but they will be held closely to it till they can do all that is there required. Those having previous training will be allowed, upon examination, to pass into advanced classes, or, if the hours conflict with other recitations, they will only be held responsible for chorus work until such time as they need to take up the class work.

Besides the singing at the morning exercises, there is chorus work every morning, in which the entire school participates.

In every science which unites with itself an art there are two distinct lines of training—one resulting in the power to judge, the other in the power to do.

It is not necessary that one must go through a long technical drill of the vocal organs in order to appreciate and understand a musical composition, or to teach the music that is required in the public schools, any more than one need be able to manipulate the brushes of a painter in order to understand a picture. But it is necessary for one to know his

subject in order to teach it well, and to know more than he is "required" to teach.

That Normal students may be properly trained, three distinct lines of work must be followed:

1. "Theory and sight-reading" throughout the entire course.
2. Classes in which the fundamental principles of education, as applied to the teaching of music, will be studied, and the best known text-book reviewed.
3. An application of the foregoing in the Model School, under the direction of one who can point out such errors as may occur from ignorance of the subject-matter, ignorance of the principles of teaching, or lack of sympathy or tact.

The purpose of the work in its entirety is to train the student to listen with care, and to think about what he hears; to express in good voice that which he discovers; to train the hand to represent what he hears and discovers; to form the habit of looking for the thought expressed in every musical composition; to develop in the student a love for good music; to point out a way to impart this knowledge in a simple and easy way to children.

#### *Outline of Course of Study.*

*First Year.*—Voice development; tone perception; relationship of tones; rhythm, expression; transposition of the scales, and sight-reading.

*Second Year.*—Grammar of music continued and much sight-reading.

*Third Year.*—Text-books reviewed; management of children's voices; educational principles as applied to the teaching of music; chorus work.

*Fourth Year.*—Hints upon work in Model School; chorus work.

A course of reading upon the History of Music is required in the Middle and Senior classes.

#### **Word Work.**

The orthography of words is treated with their orthoëpy, and word analysis and building are used as valuable adjuvants in simplifying complex forms. Correct spelling is largely dependent upon the sense of sight rather than upon that of hearing. The eye gives a true mental picture of a word, but the ear only phonic accuracy instead of graphical representation. Orthography, as its name indicates, is the correct writing of words; the oral naming of the letters is at best artificial, and gives too often a confused idea. In the preparation of the spelling lesson the student writes and memorizes the words by the pencil and the eye. The mere writing prolongs the mental picture and makes a deeper impression upon the mind. New words and those difficult of mastery are taught by frequent written repetition. This method is afterwards cautiously modified by oral work.

The student is given two exercises of from twenty-five to fifty words weekly during the whole course, and lists of all misspelled words are kept for repetition work. While correct spelling is aimed at, yet the enlarging of the student's vocabulary and the correct use of the words



thus gained in conversational exercises is of special value. Standard dictionaries are consulted, and diacritical marks and pronunciations carefully observed and used. Attention in especial is called to the frequent mispronunciation of the vowel sounds of *o* and *a*. Spelling is simplified by the analysis and synthesis of words.

In word-building the students learn to identify roots at sight, and give some idea of their meaning by the prefixes and suffixes used, as well as by the signification of the word in the context. The root-meaning is then ascertained from an authority, and the full meaning as well, with the sequence of senses.

The word thus studied is used in a sentence to illustrate its definition. About five thousand words are thus used in the full course.

Latin, Greek, and Anglo-Saxon roots are quickly learned at sight, or from a manual and dictionaries. Attention is also given to the use of synonyms and figures of speech, and the study of original root forms and derivatives emphasized, so that most words can be analyzed without previous study.

The following has been adopted as the order in which Word Work shall be taught, commencing September, 1896:

1. Junior B, Spelling and Word Analysis; two lessons each per week.
2. Junior A, Spelling and Word Analysis; two lessons each per week.
3. Middle D, Spelling and Phonic Analysis, with special reference to words often mispronounced; four lessons per week.
4. Middle C, Word Analysis; four lessons per week.
5. Middle B, Synonyms; four lessons per week.
6. Middle A, Test Spelling; four lessons per week.

Spelling is always to be marked by percentage, and ninety per cent shall be required for passing in any class. The final test in Spelling shall consist of one hundred words, and shall be counted as one third in making up the record for the term.

### Penmanship.

As the style of penmanship of most students is permanently fixed before they enter the Normal School, not much can be done in the way of determining the characteristic features of the style of each; but much is done toward correcting faults in form, position, and movement. Freedom of muscular movement is the point most insisted upon in execution, and sufficient attention is given to the analysis of letters to enable the students to teach the principles of penmanship to beginners and to criticise penmanship accurately. No attempt is made to mold the penmanship of all into one common form; but we recognize the personal peculiarities that give character to individual penmanship, and attempt to get out of these peculiarities as much of elegance as possible; laying special stress upon legibility, regularity, and neatness.

Both the vertical and the slant hand will be taught.





GYMNASIUM.





INTERIOR VIEWS OF GYMNASIUM.



### Physical Training.

The work in Physical Training is recognized as an important branch of the regular school work, and all students are required to take the course. Three periods each week for the first three years, and two periods a week during the Senior year are given to gymnastics.

Our fine gymnasium and apparatus give us better facilities for systematic physical training than can be found in most Normal Schools. Several pieces of apparatus of Swedish design have been ordered. Lawn-tennis courts will soon be completed, and arrangements for other out-of-door sports, upon our own grounds, will be made.

The object of the work is to preserve the health of the students; to train correct habits of muscular action; to develop the body symmetrically; to acquire a love for the study of the human form; to discriminate between useful, effective exercises and harmful, injudicious ones; and to prepare students to supervise, and to connect the physical with the mental side of the education of their classes.

Physical examinations are made upon entrance to the school, and exercises to suit the conditions are advised.

All students are required to wear gymnastic dress while in the gymnasium. For the ladies, the regulation dress consists of divided skirt, blouse, and gymnasium shoes. For those pupils residing at a distance, who desire to have their suits made at home, directions for making will be sent on application to the Director of Physical Training. All others must come prepared to purchase them. The expense will be from five to eight dollars, according to the material.

The young men have the gymnasium after school. They should provide knickerbockers, blouse, and gymnasium shoes.

#### *Course of Study and Work in Physical Training.*

*First Year.*—Free standing movements and simple apparatus work; marching; games; lectures on personal hygiene.

*Second Year.*—Free standing movements; advanced apparatus work; fancy steps; figure marching; games; methods of directing squads.

*Third Year.*—In connection with the practical work in the gymnasium, lectures will be given upon the theory of gymnastics, and discussion of the principal systems of gymnastics, gymnastic games, and field sports.

*Fourth Year.*—During this year the student, besides teaching gymnastics in the Training School without apparatus, has an opportunity to teach Normal students in a well-equipped gymnasium.

### Morals and Manners.

We recognize that an education is altogether incomplete which does not fit one to perform the duties of life with a due consideration for the rights of others, or which does not implant in one a desire to contribute as far as possible to the pleasure and comfort of others in all the relations of life.



Especially is this the case with the education of those who are to become teachers of the young. It is therefore eminently proper and, indeed, essential that, in a Normal School, due attention be given to the development of the ethical side of the student's character, that he may be fitted to be, both by precept and example, a suitable guide to the citizen of the future.

Heretofore, the work in this department has not been as thoroughly systematized as it will be in the future, lectures on these subjects having been confined to one or two terms of the course.

It is the purpose of the Faculty henceforth, to incorporate into the program of each class some topics on Morals and Manners, to be presented at regular intervals throughout the course.

It is intended by this means to present, during the four years of the course, all of the leading topics which might properly fall within the classification of duties to one's self, to his fellows, to his kindred, to society, and to the State; together with such as serve to inculcate the virtues and characteristics of a thoroughly reliable and self-reliant citizen.



## AIDS TO STUDENTS.

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### The Library.

The library contains about twenty-six hundred volumes, accurately classified, and arranged on low, open shelves, to which the students have free access. The use of the library is further facilitated by a card catalogue containing, besides the title of every book and the name of its author, about three thousand references to magazines and other works whose titles do not indicate their contents. These references are mainly on the subjects of geography, history, and literature, and have been prepared by the teachers of those subjects.

While the desirability of supplying good reading for leisure hours has not been overlooked in the choice of books, the main purpose has been to provide the means of pursuing the branches prescribed in the course of study. The subjects most fully represented are: Psychology and education, science, travel, history and government, and literature. In addition to the above, there are six hundred volumes for supplementary reading; also files of the leading magazines and papers, including the Atlantic Monthly, Harper's Weekly and Monthly, New England Magazine, Overland, Scribner, St. Nicholas, Popular Science Monthly, Scientific American, Education, Educational Review, The Seminary, Public School Journal, Pacific Educational Journal, New York School Journal, Primary School Journal, and Journal of Education.

The growth of the library has not been rapid, the annual additions averaging only about three hundred volumes; but great care has been taken in the selection of books, and the free use made of them by students shows that the collection is well adapted to the purpose for which it is intended,

*Use of Library.*—The library is open from 8 A. M. to 5 P. M. on all school days except Friday, when it is closed at 4 P. M. It is also open on Saturdays from 1 to 5 P. M.

Students are entitled to draw books for home use, but no one must have more than two books at the same time without special permission, nor retain any book more than two weeks without renewal.

Books may be taken on Mondays and Wednesdays from 2:45 to 5 P. M., and on Fridays from 2:45 to 4 P. M. No requests should be made at other times, except for books needed temporarily for a special purpose.

Books treating of a subject under consideration in any class of the school are taken to the class-room, and can be drawn only by permission of the teacher of that subject.

### Pedagogical Museum.

Steps have already been taken to establish a Pedagogical Museum in the school for the benefit of the students who will go out as teachers, and also for those who are already at work, and who wish to know the best school-room aids. We hope, also, that we shall be supplied with apparatus that may be used in the district school, such as charts, maps, globes, etc. None of these books and aids will be used even in the school. The purpose in collecting them is to direct inquiring teachers to the best there is that will help them. All will be labeled "Pedagogical Museum, State Normal School, Los Angeles, California," and will be kept in a room devoted solely to displaying and preserving them for reference by those who wish information as to the best and newest appliances and aids. We therefore invite all publishing houses and manufacturers of school supplies to contribute to this Museum. As the Southern California Teachers' Association and the Los Angeles County Teachers' Institute, two of the largest bodies of teachers in the State, meet here yearly, no better opportunity could be afforded for the display of publications and apparatus for the use of those in the profession.

The following publishing houses have already made liberal contributions to this important department: D. C. Heath & Co., Ginn & Co., Houghton, Mifflin & Co., Silver, Burdett & Co., Macmillan & Co., American Book Company, Educational Publishing Company, Werner Publishing Company. The best books of the above houses for public schools may be found on our shelves, and teachers who are looking for helps have here the rare privilege of making a comparative study of authors in different departments of school work.

### Lecture Course.

It is the purpose of the Principal to utilize our new and commodious assembly hall for a series of lectures and entertainments that will not only elevate the literary character of the school, but at the same time provide relaxation for the students when time can be spared from work. The school has a mission in this field as well as in that of requiring close application to study.

Experience has shown that such a course of lectures can be arranged at very small expense to the students, certainly at less than half the cost of the same course not under the auspices of the school. Students are requested to come prepared to spend a small sum, not exceeding two dollars for the year, toward supporting this very effective means of intellectual culture. Either single or course tickets will be sold at reasonable rates to those who are not members of the school, and it is hoped that all students and friends of the school will take an active interest in our lecture course. A number of fine entertainments have been held during the past year at a cost of ten cents at a time to each student.



LIBRARY.





### Christian Associations.

The College Young Men's and Young Women's Christian Associations are each represented by a flourishing society. The associations have an important place to fill in promoting christian fellowship and character among the members.

The young ladies conduct a class in systematic Bible study on Sunday afternoons, and hold a devotional meeting every Friday, at 3 P. M., in room D. At the same hour on Fridays the young men meet in room B, their meetings alternating between Bible study and devotional services. On the last Friday of each month the regular meetings give way to a joint meeting of both associations. A daily noon-hour prayer-meeting is also conducted under the joint auspices of the societies.

Special attention is called to the "Students' Hand Book," published yearly by the Christian Associations of the school. The hand book is a pocket compendium of useful information regarding common school matters of interest and value to new students upon entering. Among other things, the hand book for 1896-97 will contain a directory giving the location of public buildings and offices of importance, a city church directory, a short account of all student organizations in the school, a blank schedule of recitations, and ample space for memoranda. A copy of the Students' Hand Book will be mailed free of charge to any person writing for it to the following address: Wilford Nichols, Garden Grove.

### The School Journal.

Our Normal School supports a monthly school journal, issued by the students, in the interest of students and teachers and the cause of education in general.

The NORMAL EXPONENT, as this journal is called, originated in the Webster Club, the young men's literary society, in January, 1894. It began as a sixteen-page magazine, was enlarged to twenty pages, and again enlarged to its present size of forty-eight pages. Notwithstanding the extra expense incurred by this larger issue, the increased number of subscribers enabled the managers to reduce the annual subscription price from \$1 to 50 cents.

The present EXPONENT staff consists of twelve students, elected for a term of five school months, whose duties are so clearly defined, and among whom the labor in managing the journal is so well divided, that an excellent magazine is assured without overwork on the part of the editors. The editor-in-chief and the business manager are chosen by the Webster Club; the remainder of the staff is selected so that every class in school may be represented. The journal is now divided into ten departments, the names of which suggest the nature of the matter contained in them. These departments are the Literary, Professional, Editorial, Science, Music, Athletics, Christian Associations, News, Alumni, and Exchange. Each department is presided over by an editor.

At the business meeting of the L. A. S. N. S. Alumni Association, held

June 15, 1895, the *NORMAL EXPONENT* was adopted as the official organ of the association. At this meeting it was voted that in future the Secretary of the Alumni Association shall be ex officio editor of the Alumni Department.

The school journal makes its influence widely felt among students, graduates, and teachers. It gives to the students an extra stimulus to develop their literary talents, not only from the high standard necessarily set for their work to entitle it to publication, but also by the spirit of healthful rivalry stimulated by the work of other students found in our exchanges. It creates a school spirit and a school pride. It gives the managers valuable lessons in business in their dealings with printers, advertisers, and contributors. It gives to the graduates and teachers the news of the educational proceedings of our own city and State, and the advantages of important observations made in our Training School. More than this, it spreads the educational influence of our school by publishing the changes that, in the present stage of inquiry into theories of teaching, must be made in any progressive Normal School. In order that its readers may receive the best thought in these matters, articles are solicited not only from our own Faculty, but also from other prominent educators in the country.

#### The Webster Club.

The Webster Club is a literary society, exclusively for the male members of this institution. Its chief purpose, as might be supposed by the name, is to give its members practice in public speaking, and also to give them a knowledge of parliamentary law, Roberts's Rules of Order being the guide.

The meetings are held every alternate Friday evening, in one of the rooms of the Normal building. At each of these meetings, after the usual business of the evening, a program is rendered consisting of debates, recitations, songs, extemporaneous talks, parliamentary practice, etc.

The officers are chosen quarterly, from the members of the society, no member being eligible to the same office twice in succession. The editor-in-chief and business manager of the *NORMAL EXPONENT* are chosen semi-yearly from the Webster Club.

It is an undisputed fact among the Webster Club members that, by their association with this organization, they have received invaluable practice in overcoming the embarrassments so often occasioned by having to appear before an audience.

Officers—W. W. Nichols, President ; Frank Campbell, Secretary.

## LIST OF STUDENTS.

## SENIOR CLASSES.

Alderson, Edith Whitton . . . . .	Cook, Jennie Holmes . . . . .
. . . . . Los Angeles.	. . . . . Los Angeles.
Atherton, Ruth Beesom . . . . .	Cooper, Alice Cecilia . Los Angeles.
. . . . . Los Angeles.	Coward, Beulah Berta . . Norwalk.
Badham, Byron James . . . . .	Crise, Lola Edith . . . . Escondido.
. . . . . Los Angeles.	Dawe, Ida Mary . . . Santa Barbara.
Barnes, Lela . . . . . Escondido.	Dickson, Marie . . . . . Escondido.
Barron, Ida Estelle . . . . Compton.	Diffenbacher, Lulu Arnold . . . .
Bates, Elizabeth . . . . . Placentia.	. . . . . Los Angeles.
Bellah, Mary Frances . . . Ventura.	Dix, Cora A. . . . . Los Angeles.
Benedict, Mae . . . . . Pasadena.	Doss, Maude Estelle Orme . . . .
Bleasdale, Benjamin George . . . .	Dow, Josephine M. . . . San Diego.
. . . . . Los Angeles.	Dunlop, Minnie Eva . Los Angeles.
Bledsoe, Nelson Charles, Jr. . . . .	Embodry, Mildred . . . Los Angeles.
. . . . . Los Angeles.	Ensign, Olive Leona . Los Angeles.
Booth, Minetta May . . . Florence.	Fanning, Frank . . . . . Norwalk.
Bradish, Mamie . . . . Long Beach.	Forst, Catherine . . . . . Savanna.
Brenizer, Nettie Adelaide . . . . .	Gage, Harriet Bonton . Clearwater.
. . . . . Norwalk.	Gaud, Margaret . . . . Los Angeles.
Bristol, Blanche Eliza . . Ventura.	Gray, Mabel Townsend . . . . .
Brown, Arthur Clifton . . . . .	. . . . . Los Angeles.
. . . . . Los Angeles.	Grayson, Robert Walter . . . . .
Burgess, Caroline Louise . . . . .	. . . . . Los Angeles.
. . . . . La Cañada.	Harper, Clara . . . . . Downey.
Camp, Eli Ralph . . . Los Angeles.	Harris, Flora . . . East San Gabriel.
Campbell, George William . . . . .	Hassheider, Tillie Wilhelmina . . .
. . . . . Santa Ana.	. . . . . Santa Ana.
Carle, Estelle . . . . . Los Angeles.	Heil, Frances J. . . . . Santa Ana.
Case, M. Ellen . . . . . Tustin.	Hildebrant, Augusta . . . Palmyra.
Chase, Lydia Mabel . . Santa Ana.	Hilliard, Justine . . . . Glendora.
Clarke, Mary Jean . . Westminister.	Holleran, Margaret . . Los Angeles.
Clay, Ida Belle . . . . Westminister.	Hollera, Nora . . . . Los Angeles.
Cochran, Irene . . . . Los Angeles.	Horrell, Margaret Rosanna . . . .
Cokin, Frances Olive . . . . .	. . . . . Los Angeles.
. . . . . Los Angeles.	Houghton, Emelie Ray . . Tulare.
Conner, Lucy Annette . . . . .	Hughes, Minnie Elizabeth . . . . .
. . . . . Los Angeles.	. . . . . Downey.
Conway, Adina . . . . .	Hunt, Bertha Rowena . Greenville.

Hutchinson, Nellie Valentine .. ..... Los Angeles.	Reddy, Katherine Margaret.... ..... Los Angeles.
Johnston, Eva Miller...Pasadena.	Ronan, Julia Cecilia..Los Angeles.
Johnston, Katherine Courtenay. ..... Los Angeles.	Rood, Lillian.....Los Angeles.
Johnston, Marie Louise .....	Shoemaker, Frederick Willcox. ..... Los Angeles.
..... Los Angeles.	Skinner, Ada Madge M. .... ..... Los Angeles.
Kelly, Maude Lorena..San Diego.	Smallwood, Claude ....Missouri.
Kelsey, Helen Fichter...Ventura.	Snedden, Anna.Gorman's Station.
Kerns, Mary Alma .....Downey.	Sprague, Agnes Mansfield..... ..... Los Angeles.
Keyes, Edwin Everett.San Diego.	Sproul, Frank Preston..Norwalk.
Keyes, Lucile Emily...San Diego.	Stanley, Eleanor Jane ..Fairview.
King, Emma May..Garden Grove.	Stockton, Mary Isabel..Stockton.
Lamb, Rose Ella .....Alhambra.	Stroup, Adah .....Los Angeles.
Langbein, Lillian E..Los Angeles.	Stubblefield, John S..Los Angeles.
Langman, Emma Dawe...Goleta.	Taylor, Martha Rosina .....
Laughlin, Grace A...Carpinteria.	..... Los Angeles.
Longley, Laura Bella .....	Taylor, Maud Ruby.Los Angeles.
..... Los Angeles.	Teggart, Helen Elizabeth..... .....San Diego.
Lynn, Leslie Ernest..Los Angeles.	Thomson, Elspeth Ross...Duarte.
Martin, Ina May...Garden Grove.	Thomson, Mabel Isabel Elliot.. ..... Los Angeles.
Martin, Ruth.....Oceanside.	Titus, Clarice Elizabeth .....
Mathes, Sue.....Los Angeles.	..... Los Angeles.
McLam, Leonora...Los Angeles.	Tombes, Annetta Rachel..... ..... Los Angeles.
McPhail, Kathleen Irene..... .....Lancaster.	Tower, Emily Eiffel.Los Angeles.
Meador, Margaret M...Glendale.	Van Alen, Elizabeth.Los Angeles.
Metcalf, Beeda A.....El Monte.	Venning, Gertrude..Los Angeles.
Mitchell, Edith Anne..San Diego.	Waite, Winifred Wilton.Ventura.
Mohan, Rose E.....Los Angeles.	Webster, Elizabeth Estella.... .....Redlands.
Moore, Effie Winifred..... .....Los Angeles.	Wethern, Jennie Lura .....
Morrissey, Grace Theresa Fran- ces.....Mojave.	..... Los Angeles.
Munday, Helen Day.Los Angeles.	Wierwille, H. A....Los Angeles.
Musselman, Amy Vida..Compton.	Williams, Blanche May..... ..... Los Angeles.
Nichols, Wilfred Walton..... .....Garden Grove.	Willis, Elberta May.Long Beach.
Oswald, Tillie Marion .....	Willis, Leona Grace.Los Angeles.
..... Los Angeles.	Worm, Emmanuel Otis .....
Paine, Annie L.....Orange.	..... Los Angeles.
Payne, May Levinia.Los Angeles.	Wright, S. Bruce....Vernondale.
Post, Charles Albert.Los Angeles.	Young, Myron.....Arcata.
Prince, Lily E.....Toluca.	
Raab, Martha Justina..... .....South Pasadena.	
Reavis, W. Elmo....Los Angeles.	



MIDDLE CLASSES.

Adair, Sabina ..... Los Angeles.  
Aisenpries, Eda L. . . . Los Angeles.  
Armstrong, Stanley Edward . . .  
..... Compton.  
Ayer, Lillian Ernestine .....  
..... Los Angeles.  
Bacon, Eunice . . . . . Los Angeles.  
Baker, Julia Quirk . . Los Angeles.  
Barron, Flora . . . . . Los Angeles.  
Barron, Lillian Irene . Los Angeles.  
Bates, Alice L. . . . . Placentia.  
Beckley, Stella Clarke .....  
..... Los Angeles.  
Bedford, Lola Salina . Los Angeles.  
Benley, Hattie B. . . . . Calaveras.  
Blakeslee, Maude Russell .....  
..... Florence.  
Bland, Adelina L. . . . .  
..... Santa Fe Springs.  
Bland, Harriet Maud .....  
..... Santa Fe Springs.  
Bletso, Leah May . . . Los Angeles.  
Bont, Josephine Amelia . . . .  
..... Los Angeles.  
Boor, Edith Rosella . Santa Paula.  
Boshyshell, Mary Cecilia . . . .  
..... Los Angeles.  
Boyd, Jennie Robertson . . . . .  
..... Riverside.  
Boyd, Katie McIntyre . . Riverside.  
Brooker, Aurelia Johanna . . . .  
..... Los Angeles.  
Brooks, Ethel Daisy . Los Angeles.  
Brown, Anita . . . . . Los Angeles.  
Brown, Carlton Barstow . . Azusa.  
Brown, Eddy Leroy . Los Angeles.  
Bullis, Reina Francellia . . . . .  
..... Los Angeles.  
Burton, Katherine Belle . . . . .  
..... Los Angeles.  
Caldwell, Geneva . . Santa Barbara.  
Carpenter, Clara Belle . Santa Ana.  
Chaffee, Fannie . . . Garden Grove.  
Chase, Eva M. . . . . Los Angeles.  
Cheadle, Itha Ethel . . . . Oregon.  
Clarke, Grace Lillian . . . Downey.  
Clark, Carrie Bethiah . . . . .  
..... Santa Barbara.  
Clayton, Elizabeth Corpren . . .  
..... Downey.  
Clogston, Belle . . . . . Sage.  
Cohn, Addie . . . . . Los Angeles.  
Colyer, Gertrude . . . . . Pasadena.  
Cook, Ada May . . . . . Santa Barbara.  
Cook, Mattie Augusta . . . . .  
..... Santa Barbara.  
Crowell, Alice . . . . . Los Angeles.  
Curry, Abby Rosetta . . . Norwalk.  
Davis, Abel . . . . . San Diego.  
De Berry, Josephine . . . . .  
..... East Riverside.  
Del Valle, M. Ellen . . Los Angeles.  
Dezell, Iva Maude . . . Los Angeles.  
Dickison, Clarence . Shorb Station.  
Dolland, Grace . . . . . Norwalk.  
Dwire, Carrie Evangeline . . . .  
..... Los Angeles.  
Dwire, Florence Belle . . . . .  
..... Los Angeles.  
Dwire, Julia Harrison . . . . .  
..... Los Angeles.  
Elliott, Elsie Gertrude . . . . .  
..... Los Angeles.  
Enos, Dotha . . . . . Los Angeles.  
Enos, Esther Eugenia . . . . .  
..... Los Angeles.  
Fanning, Burton . . . . . Norwalk.  
Ferris, Gratia Gertrude . . . . .  
..... Minnesota.  
Field, Lila Grace . . . . . Glendale.  
Fish, Hester . . . . . Los Angeles.  
Flood, Florence Beatrice . Pomona.  
Folks, Flora . . . . . Los Angeles.  
Ford, Ada Irene . . . . Los Angeles.  
Fortson, Florence Holman . . . .  
..... Los Angeles.  
Frink, Agnes . . . . . Los Angeles.  
Gastrich, William . . . Los Angeles.  
Glines, Etta Maria . . . Santa Ana.  
Gough, Mattie Shaw . Los Angeles.  
Graham, Daisy Burdenia . Downey.  
Graham, Ethel Pearl . . . Downey.



- Gray, Mary Almedia. Los Angeles.  
 Gray, Pearl Ethel. . . . . Orange.  
 Green, Frances Mabel. . . . .  
     . . . . . Los Angeles.  
 Griswold, Estella Lucy. San Diego.  
 Groover, Addie. . . . . Norwalk.  
 Haas, Mamie Alice. . Los Angeles.  
 Halberstadt, Leonore. . . . .  
     . . . . . Los Angeles.  
 Hall, Alice. . . . . Los Angeles.  
 Hamlin, Elizabeth Grace. Pomona.  
 Hare, Annie Hewitt. . . . .  
     . . . . . Los Angeles.  
 Harris, Lila Amelia. . Los Angeles.  
 Hawley, Agnes Genevieve. . . . .  
     . . . . . Los Angeles.  
 Hill, Wesley. . . . . Garden Grove.  
 Hinman, Gertrude. . Los Angeles.  
 Hodgkins, Edith May. . . . .  
     . . . . . Los Angeles.  
 Holcomb, Grace F. . Los Angeles.  
 Holmsley, Carrie May. . . . .  
     . . . . . South Los Angeles.  
 Hunt, Barta Emma. . Los Angeles.  
 Hunter, Virginia Lee. . . Arizona.  
 James, Edith Anna. . Los Angeles.  
 Jamison, Edith Amelia. . . . .  
     . . . . . Santa Monica.  
 Johnson, Edith Marie. . . . .  
     . . . . . Los Angeles.  
 Jones, Alice Mabel. . Los Angeles.  
 Keith, Jessie Duke. . Los Angeles.  
 Kerns, Fannie Maria. . . Downey.  
 Kincaid, Claude E. . . . Compton.  
 Langman, Nellie Andrew. Goleta.  
 Laughlin, Stewart. . . Inglewood.  
 Lawrence, William Elmer. . . . .  
     . . . . . Norwalk.  
 Layne, Evelyn Austin. . Pomona.  
 Leach, Pauline. . . . . Inglewood.  
 Lemon, Nellie Jane. . . Banning.  
 Lenton, Lavinia Evangeline. . . . .  
     . . . . . Ventura.  
 Lewis, Mary Etta. . . Los Angeles.  
 Lietzan, Antonia Emily. . . . .  
     . . . . . Los Angeles.  
 Lindsay, Ruby Vachel. . . . .  
     . . . . . Los Angeles.  
 Lisk, Lucina E. . . . . Pasadena.  
 Lloyd, Ina Elizabeth. . . Ventura.  
 Loomis, Lulu Rebecca. . . . .  
     . . . . . Los Angeles.  
 Loring, Grace Mae. . Los Angeles.  
 Lyford, Alma Maude. Los Angeles.  
 MacKenzie, Dolina Mae. . . . .  
     . . . . . Los Angeles.  
 Macomber, Clara. . . . . Tustin.  
 Marion, Mazie Odette. . . . .  
     . . . . . Los Angeles.  
 Maxfield, John. . . . . San Diego.  
 Maxwell, Olive. . San Luis Obispo.  
 McCarthy, Lizzie Carroll. . . . .  
     . . . . . Garvanza.  
 McEachin, Mamie Warren. . . . .  
     . . . . . Los Angeles.  
 Meyer, Charles C. . . Los Angeles.  
 Mitchell, Richard Philip. . . . .  
     . . . . . Garden Grove.  
 Morgan, Emma. . San Bernardino.  
 Moseman, Adele Margaret. . . . .  
     . . . . . Anaheim.  
 Myers, Kathrene. . . Los Angeles.  
 Nichols, Frances. . . Los Angeles.  
 Northcross, Ruth. . . Los Angeles.  
 Orr, Clara Eliza. . . Los Angeles.  
 Owen, Martha Pitt. . Los Angeles.  
 Pankey, Dora. . . . . Santa Ana.  
 Pettis, Maud Malesia. . . . Goleta.  
 Pfeninger, Leila I. . . . Fullerton.  
 Rehart, Minnie Belle. . . Ventura.  
 Rice, Nina Ellen. . . Los Angeles.  
 Riddell, Ione. . . . Highland Park.  
 Ritchie, Florence Addie. . . . .  
     . . . . . Los Angeles.  
 Roberts, Alma Louise. . . . .  
     . . . . . Los Angeles.  
 Roberts, Clara Belle. . . Colegrove.  
 Robinson, Ethel M. . Los Angeles.  
 Savage, Margaret Cecilia. . . . .  
     . . . . . San Pedro.  
 Schmieding, Pauline. Los Angeles.  
 Sheaf, Jennie Lyde. . . Pasadena.  
 Shoup, Faith. . . . San Bernardino.  
 Smith, Maude. . . . Los Angeles.  
 Snedden, Mary C. . . . .  
     . . . . . Gorman's Station.

Sodergreen, Amanda . . . Riverside.	Wachtel, Fannie . . . . . Vineland.
Stahmer, Ella Margaret . . . . .	Wallop, Harriet Adelia . Anaheim.
..... Los Angeles.	Warren, Lillie . . . . . Los Angeles.
Stephens, Libbie Bingham . . . . .	Warren, William Mark . Glendale.
..... Los Angeles.	Weise, Charles Arthur . . Norwalk.
Stewart, Jessie Anna . . . . .	Wheeler, Amy . . . . . Los Angeles.
..... Highland Park.	White, Carrie Elizabeth . . . . .
Stringfield, Bertha Carol . . . . .	..... Los Angeles.
..... Santa Barbara.	White, Florence A. . . . . Burbank.
Tate, Lillian Pearl . . Los Angeles.	White, Mildred Edith . . . . .
Terry, Lillie May . . . . . Colton.	..... Los Angeles.
Thompson, Nellie Jeanette . . . . .	Whittington, Ida Emily . . . . .
..... Tropico.	..... Monrovia.
Townsend, Mattie May . . . . .	Wilber, Edith May . . Los Angeles.
..... Vernondale.	Williams, Belle . . . . . Pasadena.
Van Deventer, Rose . . Redlands.	Willis, Harriet L. . West Palmdale.
Van Dumpselaer, Theresa . . . . .	Wood, Minnie Margaret Mae . . . . .
..... Los Angeles.	..... Los Angeles.
Van Patten, Grace Nellie . . . . .	Wood, Orville V. . . . . Artesia.
..... Los Angeles.	Wright, Ella May . . . Vernondale.
Vanter, Emma . . . . . San Jacinto.	Wright, May Eloise . Los Angeles.

## JUNIOR CLASSES.

Abbott, Arthur Marion . . . . .	Boley, Evelyn Maurine . . . . .
..... Compton.	..... San Bernardino.
Adams, Romola May . Los Angeles.	Braly, Myra . . . . . San Diego.
Alexander, Jennie May . . . . .	Breedlove, Lulu . . . . Los Angeles.
..... West Saticoy.	Breen, Helen . . . . . Los Angeles.
Allen, Mary Olive . . Los Angeles.	Brown, Corris May . . Los Angeles.
Andrews, Mina . . . . . Downey.	Brown, Florence Melvina . . . . .
Austin, Juanita V. . . Los Angeles.	..... Las Virgines.
Bailey, Letha Lucella . Los Angeles.	Brown, Mary . . . . . The Palms.
Baker, Josephine Lewis . . . . .	Brown, Maude Myrtle . . . . .
..... Los Angeles.	..... Los Angeles.
Banks, Virginia . . . . Los Angeles.	Brunson, May Lou . . . . Downey.
Barnes, Louise Adda . Los Angeles.	Bryant, Louis Verella . . . . .
Barnes, Marie Mabel . Los Angeles.	..... South Pasadena.
Barron, Clara Minerva . . . . .	Burke, Agnes May . . . . . Rivera.
..... Los Angeles.	Burke, Edith . . . . . Toluca.
Barron, Pearl Louise . . Compton.	Bush, Belle . . . . . San Diego.
Beckett, Nellie Mary . . Pasadena.	Campbell, Frank C. . . Santa Ana.
Blakeslee, Addie . . . . Los Angeles.	Campbell, Lillian Grace . . . . .
Blind, Linnian . . . . . Los Angeles.	..... Santa Ana.
Blum, Edith . . . . . Escondido.	Canfield, Mabel Florence . . . . .
Boden, George A. . . . Tehachapi.	..... Los Angeles.
Boehncke, George . . . . Cahuenga.	Case, Nessie Viola . . . . . Tustin.

Christenson, Clara Maria .....	Grover, Wilda Rdella.....
..... Garden Grove.	..... Los Angeles.
Clarke, Victoria M. . . . .Tulare City.	Gunning, Alma Edith.....
Colby, Fanny May. . . . .Los Angeles.	..... Los Angeles.
Cole, Anna Stoddard.....	Hattery, Bessie Ella .....
..... Los Angeles.	..... San Bernardino.
Collins, Laura Alice. . . . .Los Angeles.	Hayes, Margaret . . . . .Wilmington.
Cooley, Minnie Ella. . . . .Garvanza.	Hayward, Sadie.....Sanger.
Cooper, Rebecca Mary.....	Hendricks, Dorothy F.....
..... Los Angeles.	..... Los Angeles.
Cooper, Ruth .....	Higgins, Emily Dee. . . . .Murrietta.
..... Los Angeles.	Hoff, Clara..... Hyde Park.
Crawford, Charles.....Downey.	Hoffman, Hannah. . . . .Santa Barbara.
Crum, Mabel .....	Holmes, Julia..... Los Angeles.
..... Compton.	Holmes, Olive..... Fresno.
Culver, Harriet .....	Houser, Lela..... Los Angeles.
..... Riverside.	Hudspeth, Daisy . . . . .Los Angeles.
Cunningham, Ida Maud.....	Huff, William F. . . . .Garden Grove.
..... Los Angeles.	Hugunin, May Etta. . . . .Los Angeles.
Curtis, Gertrude Esther. El Monte.	Hummell, Sada .....
Dexter, Mercy Mabel.....	..... Pomona.
..... Los Angeles.	Jenkins, Bessie Adaline .....
Dick, Ona Verona. . . . .Los Angeles.	..... Los Angeles.
Dietrich, Edward. . . . .Los Angeles.	Johnson, Patrick Henry.....
Dix, Alice .....	..... Los Angeles.
..... Los Angeles.	Jones, Cora Anita. . . . .Riverside.
Downer, Erma A. . . . .San Bernardino.	Jones, Zella Myra. . . . .Riverside.
Downs, Alfred..... Los Angeles.	Keeler, Nora..... Los Angeles.
Dunkle, Cora..... Los Angeles.	Keyes, Charlotte Dunbar.....
Dunn, Angie .....	..... San Diego.
..... Los Angeles.	Kimble, Lee .....
Dunn, William F. . . . .Glendora.	..... Los Angeles.
Eaton, Mabel Love. . . . .Los Angeles.	Kingery, Frances Edith.....
Embody, Thrasso . . . . .Los Angeles.	..... Los Angeles.
Enos, George Barnum.....	Lacy, Laura Lee..... Santa Ana.
..... Los Angeles.	Laws, Junius Eugene. . . . .Los Angeles.
Fanning, Mary Evelyn .....	Laws, Ovid S. . . . .Los Angeles.
..... Los Angeles.	Lee, Jonathan Campbell .....
Field, Carrie .....	..... Inglewood.
..... Los Angeles.	Lepley, Minnie Josephine.....
Franklin, Geneva Finette.....	..... Alhambra.
..... Pasadena.	Lerch, Louise Ethel. . . . .Los Angeles.
Fraser, Jessie..... Los Angeles.	Lindsey, Laurence Leasel .....
Frazier, Nettie .....	..... Los Angeles.
..... Wilmington.	Lisk, Susiebel..... Pasadena.
Galpin, Alfred..... Los Angeles.	Lopez, Raymon..... Pasadena.
Gee, Ada Delie..... Downey.	Mackay, Olive M. . . . .Illinois.
Gill, Grace Nellie.....	Maxfield, Clara .....
..... San Bernardino.	..... San Diego.
Goetz, John Jacob. . . . .Los Angeles.	Maxson, Edgar S. . . . .Rivera.
Gooch, Esther..... Rivera.	MacKenzie, Annie. . . . .Los Angeles.
Good, Sydney Vincent. . . . .Garvanza.	
Graul, Harry Silas. . . . .Los Angeles.	
Grebe, Laura Anna. . . . .Los Angeles.	
Green, Jennie Pearl. . . . .Los Angeles.	

McCarthy, Emma.....	Garvanza.	Rehbock, Elsie Wilma.....	
McDonald, Frances Helen .....		.....	Los Angeles.
.....	Los Angeles.	Rich, Florence Isabelle.	Glendale.
McKeon, Florence Angeline ...		Roberts, Anna.....	Norwalk.
.....	Garden Grove.	Russell, Ona Ivena..	Los Angeles.
McKeon, Kate ...	San Fernando.	Sanford, Mamie Adelia .....	
McNamara, Nellie Agnes .....		.....	Garden Grove.
.....	Los Angeles.	Schwarzchild, Virginia.....	
McPherson, Zoe.....	Los Angeles.	.....	San Francisco.
Meysan, Matilda. .	Inyo County.	Simons, Ada Beatrice....	Caliente.
Miller, Daisy Pleasants .....		Smart, Georgie.....	Downey.
.....	Los Angeles.	Stebbins, May Elizabeth .....	
Mills, Sadie.....	Los Angeles.	.....	Los Angeles.
Morales, Concha ...	Los Angeles.	Steele, Daisy A. May...	Compton.
Morrow, Lorena Hattie .....		Stevens, Otta.....	Myrtle.
.....	Los Angeles.	Stoker, Addie Josephine..	Nevada.
Moya, Mercy Maria..	Los Angeles.	Stone, Mabel.....	Los Angeles.
Murphy, Alice .....	Compton.	Stratton, Edith Olive....	Arizona.
Mutersbaugh, Emma.	Los Angeles.	Stubblefield, Charles E. L.....	
Neel, Melvin.....	Los Angeles.	.....	Los Angeles.
Neely, Robert Hugh ...	Monrovia.	Sylva, Isabel Cecelia.....	
Nemetz, Pauline Marie.	Anaheim.	.....	Wilmington.
Neuhart, Justine ...	Los Angeles.	Thomas, John .....	
Noble, Mary Agnes.....	Ontario.	Thomson, Jessie Hill.	Los Angeles.
Northcross, Sallie .....	Tustin.	Totten, Norman Roscoe.....	
Olson, Ida .....	Alhambra.	.....	Los Angeles.
Olson, Josephine .....	Alhambra.	Tritt, Jessie A. ....	Los Angeles.
Parazette, Mary..	San Bernardino.	Turner, Bessie .....	Los Angeles.
Pardee, Laura Blanche ..	Newhall.	Turner, Staples Frank..	Pasadena.
Peck, Norma R.....	Los Angeles.	Tyler, Elsie.....	Redondo.
Peckham, Edith Chester.....		Van Sciever, Robert Roy .....	
.....	Los Angeles.	.....	Los Angeles.
Perkins, Edith Hannah.....		Wade, Mary Bertha.....	Goleta.
.....	Los Angeles.	Waite, Margaret Ada.	Los Angeles.
Pfaffenberger, Selma Ida.....		Walters, Lydia.....	Compton.
.....	Los Angeles.	Warren, Sarah Lue Ella .....	
Pfahler, Eda Marie ...	Capistrano.	.....	Los Angeles.
Pinney, Ellen Brooke.....		Ward, Anna Louise ...	San Pedro.
.....	Los Angeles.	Weatherholt, Idell ..	Los Angeles.
Pirtle, May .....	Los Angeles.	Webb, Adelaide Frances .....	
Plowman, Alva ....	Los Angeles.	.....	Los Angeles.
Porter, Annette .....	Oceanside.	Webster, Lillian.....	Yucaipa.
Post, Bessie Lucinda ..	Los Angeles.	White, Katie Pearl....	San Diego.
Ramboz, Ina.....	Los Angeles.	White, Stella .....	Los Angeles.
Randall, Nellie .....	Downey.	Williams, Iza .....	Los Angeles.
Raymer, Edna Louise .....		Williams, Matie....	Los Angeles.
.....	Los Angeles.	Wilson, Frances M. .	Los Angeles.
Reed, Bessie .....	Perris.	Wilson, Lena Brown.	Los Angeles.



Withers, Catherine Ludlow . . . .	Woodson, Meta . . . . . San Diego.
. . . . . Los Angeles.	Yarnell, Sada . . . . . Los Angeles.
Woods, Mattie . . . . . Los Angeles.	Young, Lottie Marie . Los Angeles.

### IRREGULAR AND SPECIAL STUDENTS.

Gill, Emily . . . . . Riverside.	Osborne, O. J. . . . . Whittier.
Gray, Mary . . . . . San Diego.	Roberts, Lucile . . . . . Los Angeles.
Johnson, Rose . . . . . Los Angeles.	

### SUMMARY.

Number of students in Senior Classes . . . . .	128
Number of students in Middle Classes . . . . .	172
Number of students in Junior Classes . . . . .	193
Irregular students . . . . .	5
Total number of students in Normal Department . . . . .	498
Pupils in Model and Training School . . . . .	400
Total number of students in Normal Department and of pupils in Model and Training School . . . . .	898





## GRADUATING CLASS OF 1895 TO JUNE, 1896.

Abbott, Mary Virginia....	Rivera.	Heil, Caroline Eureka.	Santa Ana.
Backus, Viola Knowles..	Verdugo.	Hill, Walter B....	Garden Grove.
Barber, Leetta.....	Tropico.	Horgan, Gertrude Jeannette....	
Barrett, Gertrude M.....	Ontario.	.....	Los Angeles.
Beckley, Charlotte...	Los Angeles.	Hornbeck, Lucy Belle...	Pomona.
Bennett, Grace Viola.	Los Angeles.	Hough, Edith Martin.....	
Beswick, Benjamin Franklin...		.....	Los Angeles.
.....	Garden Grove.	Hutton, Ada Elizabeth.....	
Bixby, Alice May...	Sierra Madre.	.....	Los Angeles.
Boutell, Clara Ellen....	Pomona.	Hyde, Olive Elizabeth.....	
Brown, Aline.....	Los Angeles.	.....	Los Angeles.
Cass, Cora.....	Los Angeles.	Jennings, Lulu Belle...	Illinois.
Casteel, Luella.....	Los Angeles.	Johnson, Delius Oscar.....	
Catey, Minnie Louisa...	Compton.	.....	Los Angeles.
Catey, George Washington....		Kellogg, Minnie Loretta.....	
.....	Compton.	.....	Santa Barbara.
Clarke, Kate Augusta.	Los Angeles.	Killifer, Lydia D.....	Orange.
Conaway, Grace Adele.....		King, Musadora....	Los Angeles.
.....	San Bernardino.	Knight, Edith Clara.	Los Angeles.
Cook, Jeanne Holmes.....		Landell, Margaret Eliza.	Anaheim.
.....	Los Angeles.	Langbein, Lillian Elminnie...	
Couchman, Harrie Hauver.....		.....	Los Angeles.
.....	New Palz, N. Y.	Laughlin, Clara Annie.....	
Crandall, Rosa May.....		.....	Carpinteria.
.....	San Bernardino.	Laughlin, Grace Aradine.....	
Curtin, Louise Kemper.....		.....	Carpinteria.
.....	Los Angeles.	Levy, Theresa.....	Los Angeles.
Cutler, Elsie Day...	Cucamonga.	Lotshar, Sarah R....	Los Angeles.
Dimock, Helen.....	Westminster.	Lotspeich, Jessie Annie.....	
Eberle, Edith Fredricka.....		.....	Los Angeles.
.....	Santa Barbara.	Lyon, Annie Betsy.....	Artesia.
Fanning, Frank.....	Norwalk.	Manley, Edna Teresa Helen....	
Frazier, Alice Mary.....	Orange.	.....	Los Angeles.
Galpin, Lloy.....	Los Angeles.	McCarty, Alice Catherine.	Orange.
Gillespie, Grace Laclaire.....		McGowan, Lucy G....	Pasadena.
.....	San Simeon.	Measor, Reumah Ellena.....	
Grubb, Lewis.....	Illinois.	.....	Santa Ana.
Guard, Henrietta Brailey.....		Meyer, Henry Christoph Her-	
.....	Los Angeles.	man.....	Los Angeles.
Hamilton, May Julia.	Los Angeles.	Mitchell, Sarah Ann.....	
Hastings, Ida R....	Los Angeles.	.....	Garden Grove.

Mitchell, William. .Garden Grove.	Sullivan, Elizabeth Teresa.....
Newby, Nelle Julia.....Ventura.	..... Caluenga.
Newell, May Florence....Illinois.	Thomas, Maude Alice.....
Oman, Marguerite Elizabeth ...	..... Los Angeles.
..... San Pedro.	Timmons, Lucretia Evelyn.....
Paine, May Levina...Los Angeles.	..... Delano.
Reid, Vada.....Burbank.	Titus, Clarice Elizabeth.....
Ross, Christina Belle..Santa Ana.	..... Los Angeles.
Scollard, Dora Eleanor.....	Varney, Minnie.....Toluca.
.....Santa Monica.	Watson, Helen Sarah.Los Angeles.
Senour, Buena Maude.....	West, Nella Adeline.Los Angeles.
.....Los Angeles.	White, Charles Edward...Rivera.
Smith, Nelle Eunice.Los Angeles.	Wittich, Mary K.....Compton.
Smith, Rosa Belle....San Diego.	Wolfe, Estelle.....Los Angeles.
Snow, William Marcus..Anaheim.	Worm, Bertha.....Los Angeles.
Sprague, Agnes Mansfield.....	Young, Edward Russell.....
.....Los Angeles.	..... Los Angeles.
Swain, Emma Maude.....Covina.	

#### NUMBER OF GRADUATES SINCE ORGANIZATION OF SCHOOL.

1. Year ending June 30, 1884.....	22
2. Year ending June 30, 1885. ....	35
3. Year ending June 30, 1886.....	43
4. Year ending June 30, 1887.....	48
5. Year ending June 30, 1888.....	35
6. Year ending June 30, 1889.....	57
7. Year ending June 30, 1890.....	49
8. Year ending June 30, 1891.....	72
9. Year ending June 30, 1892.....	78
10. Year ending June 30, 1893.....	91
11. Year ending June 30, 1894.....	76
12. Year ending June 30, 1895.....	84
	<hr/>
Post-graduates .....	690
	8

## TYPICAL EXAMINATION QUESTIONS

FOR APPLICANTS WISHING TO ENTER THE JUNIOR CLASS.

## Arithmetic.

Solve one of each of the groups :

1. (a) Reduce  $\frac{2}{3}$ ,  $\frac{3}{4}$ ,  $\frac{7}{8}$  to fractions having a common denominator.  
(b) Multiply  $\frac{7}{8}$  by  $\frac{3}{4}$ .  
(c) Divide  $\frac{3}{4}$  by  $\frac{2}{3}$ . Explain the solution, and give reason for each step.
2. (a) Find product of  $2\frac{1}{4}$  hundredths and  $\frac{1}{8}$  of a millionth.  
(b) Divide 14 ten-millionths by 7 hundredths.  
(c) Reduce .0075 to a common fraction. Explain.
3. (a) Find cost of 25 scantling 18 ft. long, 2 in. by 4 in., at \$18 per M.  
(b) What will be the cost of building a brick wall 20 ft. long, 6 ft. high, 16 in. thick, if the bricks cost \$12 50 per M, laid in the wall?
4. (a) If 15 men do a piece of work in  $9\frac{3}{4}$  days, in what time can 36 men do the same?  
(b) Divide \$140 among A, B, and C into parts proportional to 3, 5, and 6.
5. (a) A grocer bought sugar at 10 cents a pound, and sold it at a loss of 15 per cent ; find selling price.  
(b) Sold a horse for \$364, gaining 12 per cent on cost ; find cost.  
(c) Bought muslin at 10 cents a yard, and sold it at  $12\frac{1}{2}$  cents a yard ; find gain per cent.
6. (a) The interest on \$380 for 1 year 4 months is \$22 80 ; find the rate.  
(b) Find the time in which the interest on \$980 at 6 per cent will be \$44 10.
7. (a) An auctioneer sold property for \$26,750 on commission of  $1\frac{1}{8}$  per cent ; find his commission.  
(b) An agent receives \$3,825 to invest in flour on a commission of 2 per cent ; find his commission.
8. (a) A field containing  $93\frac{3}{4}$  acres is 200 rods long. What is its width?  
(b) A tank is 8 ft. long,  $6\frac{1}{2}$  ft. wide, and  $3\frac{1}{2}$  ft. deep. How many gallons will it hold, allowing  $7\frac{1}{2}$  gallons to the cubic foot?

## English.

*Requirements for Entrance.*

The applicant for examination should be able to distinguish readily the various parts of speech in their usual construction. He should analyze *quickly* simple prose or verse, giving the various kinds of sentences and

the relation of the parts. He should be able to summarize in his own words the thought of any simple text placed before him. The exercise in composition will be based on the readings required. The subjects chosen will demand a clear grasp of the author's thought rather than memory of technical details. The composition must be reasonably correct in spelling, grammar, and punctuation, and must show some knowledge of paragraphing.

*List of Readings.*

I. (a) "Alhambra"; (b) "Sleepy Hollow Legend"; (c) "Rip Van Winkle."

II. (a) "Evangeline"; (b) "Miles Standish"; (c) "Hiawatha."

III. (a) "Lady of the Lake"; (b) "Lay of the Last Minstrel."

IV. (a) "Snow-Bound"; (b) "Tent on the Beach."

Every student must be prepared on *one* work from each group of the above. He must be able to quote some good passage of at least ten consecutive lines from the verse that he has studied.

*Specimen Examination.*

In this way matters went on for some time, without producing any material effect on the relative situation of the contending powers. On a fine autumnal afternoon, Ichabod, in pensive mood, sat enthroned on the lofty stool whence he usually watched all the concerns of his little literary realm. In his hand he swayed a ferule, that sceptre of despotic power; the birch of justice reposed on three nails, behind the throne, a constant terror to evil-doers; while on the desk before him might be seen sundry contraband articles and prohibited weapons, detected upon the persons of idle urchins: such as half-munched apples, popguns, whirligigs, fly-cages, and whole legions of rampant little paper game-cocks. Apparently there had been some appalling act of justice recently inflicted, for his scholars were all busily intent upon their books, or slyly whispering behind them with one eye kept upon the master; and a kind of buzzing stillness reigned throughout the school-room. It was suddenly interrupted by the appearance of a negro, in tow-cloth jacket and trousers, a round-crowned fragment of a hat, like the cap of Mercury, and mounted on the back of a ragged, wild, half-broken colt, which he managed with a rope by way of halter. He came clattering up to the school-door with an invitation to Ichabod to attend a merry-making or "quilting frolic," to be held that evening at Mynheer Van Tassel's; and having delivered his message with an air of importance, and effort at fine language, which a negro is apt to display on petty embassies of the kind, he dashed over the brook, and was seen scampering away up the Hollow, full of the importance and hurry of his mission.

1. Select from the above paragraph four dependent clauses. (a) Classify them as to use. (b) Name the connective and the word modified.

2. Select two infinitives; state their use. Select two participles; state their use. Select two prepositional phrases; state their use.

3. Summarize the thought from the selection given. (Selections will be given from current magazines.)

4. Write a paper of about two hundred words on one of the following subjects:

(a) Pen Picture of Ichabod Crane.

(b) An Arcadian Household.

(c) Hiawatha's Wooing.



### Geography.

1. Name and locate five of the great cities of the world, and tell for what each is noted.
  2. Locate the great deserts, forests, and plateaus of the globe.
  3. In what respects are North America, South America, and Eurasia alike? How different?
  4. Name at least five elements determining climate.
  5. Compare in size, population, and commercial importance: France, Italy, and New England.
  6. What would be the result if a great mountain system extended from north to south, along the eastern coast of South America?
  7. Where do the vertical rays of the sun fall on June 21st? December 21st? September 22d? Give comparative length of days at the Arctic Circle on two of these dates.
  8. What countries export the following: Wheat, corn, citrus fruits, cotton, lumber, meats, coal, iron, watches, cutlery?
  9. Sketch a map of California, indicating surface, drainage, and chief cities.
  10. Locate the following and give a point of interest in regard to each: Gibraltar, Odessa, Volga, Titicaca, Pamir, Bosphorus, Corea.
  11. Compare plant and animal life of Brazil and Chile. To what is the difference due?
  12. How do the habits and occupations of the people of Scandinavia differ from those of the people of India?
  13. Compare the climate of San Francisco with that of Kansas City.
  14. Describe route in traveling by water from Chicago to Philadelphia.
  15. Where are the areas of great rainfall in Africa and Australia?
- Answer ten of the above questions.

### History.

1. State nationality and give brief account of discoveries made by any five of the following: Verrazzano, De Soto, Magellan, Balboa, De Gama, Sebastian Cabot, Drake, La Salle, Cartier.
2. Attempted settlements and first permanent settlements made by any three of the following: The Dutch, the Swedes, the English, the Spanish, the French. State purpose of settlements mentioned.
3. Name events connected with any five of the following dates: 1765, 1620, 1781, 1689, 1763, 1820, 1789, 1854, 1837, 1848.
4. Locate and name wars in which they occurred, and give results of any five of the following battles: Chattanooga, Quebec, Lunday's Lane, Gettysburg, Buena Vista, Lake Erie, Murfreesborough, Monmouth, Cold Harbor, Long Island.
5. Tell for what any five of the following were especially noted: Alexander Hamilton, James Otis, Samuel Adams, Henry Clay, Patrick Henry, Andrew Jackson, John C. Fremont, Robert Fulton, Daniel Webster, Charles Sumner.



## Reading.

1. (a) Mark the following words diacritically: acoustics, almond, financier, exquisite, ignominy.

(b) Give words which contain the sounds of the following vowels: â, â, ă, ę, ow, ô, oi.

2. (a) Give definitions of the following words: coadjutor, convivial, amalgamation, extant, badinage.

(b) Illustrate the use of the words by sentences.

3. Mark the following for inflections:

(a) "Must I budge?

Must I observe you? Must I stand and crouch  
Under your testy humor?"

(b) "Out of the north the wild news came,  
Far flashing on its wings of flame,  
Swift as the boreal light which flies  
At midnight through the startled skies."

4. Express in your own words the thought contained in the following selection:

"Yet Love will dream and Faith will trust  
(Since He who knows our need is just)  
That somehow, somewhere, meet we must.  
Alas for him who never sees  
The stars shine through his cypress trees!  
Who, hopeless, lays his dead away,  
Nor looks to see the breaking day  
Across the mournful marbles play!  
Who hath not learned, in hours of faith,  
The truth, to flesh and sense unknown,  
That Life is ever lord of Death,  
And Love can never lose its own!"

5. What is meant by a rhetorical pause?

6. What is meant by the study of Phonetics?

7. In the following selection, taken from Shelley's "The Cloud," do the figures used add to or detract from the vividness of the picture presented:

"The sanguine sunrise, with his meteor eyes,  
And his burning plumes outspread,  
Leaps on the back of my sailing rack  
When the morning star shines dead;  
As on the jag of a mountain crag,  
Which an earthquake rocks and swings,  
An eagle alit one moment may sit  
In the light of its golden wings."

8. Give some reason for your opinion.

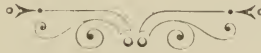
Part of the examination will be given orally.

## Penmanship.

1. Name and construct the principles used in the formation of letters.
2. Which of these are exclusively used in the formation of capitals.
3. Analyze the first ten small letters of the alphabet.
4. Analyze the last ten capital letters of the alphabet.
5. Make and analyze two letters that are one space high, two that are one and one fourth spaces, two of two spaces, and two of three spaces.
6. Describe the proper method of holding the pen.
7. Describe one of the proper positions to be assumed while writing.
8. Write, as a specimen of your penmanship, the first stanza of "America."

## Spelling.

glimpse	cygnet	metal	haul
missive	monkey	berry	cosy
globule	gruel	cellar	cider
eaves	woodbine	hoof	calico
duel	poplar	bruise	solar
currant	basalt	truly	graphic
deign	serf	cuckoo	vapor
neigh	morsel	sloop	gulch
cereal	verdure	whew	cleanly
flambeau	lurch	frigid	pantry
warrant	myrtle	fledge	pier
wry	occur	ginger	



## LAWS RELATING TO STATE NORMAL SCHOOLS.

354. The Normal Schools at San José and at Los Angeles, and any Normal School established after the first day of January, eighteen hundred and eighty-seven, by the State, shall be known as State Normal Schools, and shall each have a Board of Trustees, constituted as follows: The Governor and State Superintendent of Public Instruction shall be members of each Board, and there shall be five members, whose term of office shall be five years, who shall be appointed by the Governor; *provided*, that the Trustees of the State Normal School in office June thirtieth, eighteen hundred and eighty-seven, shall hold office until the end of the term for which they were appointed; *provided*, that no appointment made after the approval of this Act shall be for a term of more than five years, and the Trustees in office when this Act takes effect shall become members of the Board of Trustees of the Normal School located nearest to their residences, and the members of any Board of Trustees, when first appointed and organized, shall classify themselves so that the term of one Trustee shall expire annually.

1487. The State Normal Schools have for their objects the education of teachers for the public schools of this State.

1488. The State Normal Schools shall be under the management and control of Boards of Trustees, constituted as provided in section three hundred and fifty-four of the Political Code of the State of California.

1489. The powers and duties of each Board of Trustees are as follows:

*First*—To elect a Secretary, who shall receive such salary, not to exceed one hundred and fifty dollars per annum, as may be allowed by the Board.

*Second*—To prescribe rules for their own government, and for the government of the school.

*Third*—To prescribe rules for the reports of officers and teachers of the school, and for visiting other schools and institutes.

*Fourth*—To provide for the purchase of school apparatus, furniture, stationery, and text-books for the use of the pupils.

*Fifth*—To establish and maintain training or model schools, and require the pupils of the Normal School to teach and instruct classes therein.

*Sixth*—To elect a Principal and other necessary teachers, fix their salaries, and prescribe their duties.

*Seventh*—To issue diplomas of graduation upon the recommendation of the Faculty of the school.

*Eighth*—To control and expend all moneys appropriated for the support and maintenance of the school, and all money received from tuition or from donations. In no event shall any moneys appropriated for the support of the school, or received from tuition or donations, be paid or

used for compensation or traveling expenses of the Trustees of the school, except when attending the joint meetings provided for by section one thousand four hundred and ninety-two of the Political Code of the State of California, and each Trustee attending such meetings shall receive the same mileage as is allowed by law to members of the Legislature, for not more than two meetings in each school year.

*Ninth*—To cause a record of all their proceedings to be kept, which shall be open to public inspection at the school.

*Tenth*—To keep, open to public inspection, an account of receipts and expenditures.

*Eleventh*—To annually report to the Governor a statement of all their transactions, and of all matters pertaining to the school.

*Twelfth*—To transmit with such report a copy of the principal teacher's annual report.

*Thirteenth*—To revoke any diploma by them granted, on receiving satisfactory evidence that the holder thereof is addicted to drunkenness, is guilty of gross immorality, or is reputedly dishonest in his dealings; *provided*, that such person shall have at least thirty days' previous notice of such contemplated action, and shall, if he asks it, be heard in his own defense.

1490. Each Board of Trustees must hold two regular meetings in each year, and may hold special meetings at the call of the Secretary, when directed by the Chairman.

1491. The time and place of regular meetings must be fixed by the by-laws of the Board. The Secretary must give written notice of the time and place of special meetings to each member of the Board.

1492. Joint meetings of the Boards of Trustees of the State Normal Schools shall be held at least once in each school year, alternately, at the different State Normal Schools. The first meeting shall be held at San José, and thereafter at the other Normal Schools in the order of their organization. At such meetings the Trustees shall have the power, and it shall be their duty:

*First*—To prescribe a uniform series of text-books for use in the State Normal Schools. The State series of text-books shall be used, when published, in the grades and classes for which they are adapted.

*Second*—To prescribe a uniform course of study, and time and standard for graduation from the State Normal Schools.

1494. Every person admitted as a pupil to the Normal School course must be:

*First*—Of good moral character.

*Second*—Of sixteen years of age.

*Third*—Of that class of persons who, if of proper age, would be admitted in the public schools of this State without restriction.

1495. Teachers holding State certificates of the first or second grades may be admitted from the State at large.

1496. Persons resident of another State may be admitted upon letters of recommendation from the Governor, or Superintendent of Schools thereof.

1497. Every person making application for admission as a pupil to the Normal School must at the time of making such application, file with the Principal of the school a declaration that he enters the school to fit himself for teaching, and that it is his intention to engage in teaching in the public schools of this State, or in the State or Territory where the applicant resides.

1501. The Principal of each State Normal School must make a detailed annual report to the Board of Trustees, with a catalogue of the pupils, and such other particulars as the Board may require or he may think useful.

1502. The Board of Trustees of any Normal School, or its Executive Committee, may grant permission to the Principal, or any teacher of such school, to attend any County Institute, and give instruction on subjects relating to education in the public schools.

1503. *First*—The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the full course of study and training prescribed, a diploma of graduation.

*Second*—Said diploma shall entitle the holder thereof to a grammar grade certificate from any City, City and County, or County Board of Education in the State.

*Third*—Whenever any City, City and County, or County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document, signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any Primary or Grammar School in the State, valid until such time as the said diploma may be revoked, as provided in subdivision thirteen of section fourteen hundred and eighty-nine of this Code.

*Fourth*—Upon presentation of the diploma and document referred to in subdivision third of this section to any City, City and County, or County Superintendent of Schools, said Superintendent shall record the name of the holder thereof in a book provided for that purpose in his office, and the holder thereof shall thenceforth be absolved from the requirement of subdivision first of section sixteen hundred and ninety-six of this Code.

*Fifth*—Said diploma of graduation from any Normal School in this State, when accompanied by a certificate, granted by the Faculty of the State University, showing that the holder thereof, subsequent to receiving said diploma, has successfully completed the prescribed course of instruction in the Pedagogical Department of the State University, shall entitle the holder to a High School certificate, authorizing the holder to teach in any Primary or Grammar School, and in any High School in



this State, except those in which the holder would be required to teach languages other than the English.

1504. The Boards of Trustees, or such Trustees as attend the joint meetings, shall have power to appoint a Secretary, who shall receive such compensation, not to exceed twenty dollars for each joint meeting, as the Trustees present at the meeting may order paid. The Secretary shall keep a full record of all the proceedings of the joint meetings of the Trustees, and shall notify the Secretary of each Board of Trustees of any changes made in the course of study or the text-books to be adopted in the State Normal Schools.

1505. The Superintendent of Public Instruction must visit each school from time to time, inquire into its condition and management, enforce the rules and regulations made by the Board, require such reports as he deems proper from the teachers of the school, and exercise a general supervision over the same.

1507. Each order upon the Controller of State by the Board of Trustees of the State Normal School must be signed by the President of the Board, and countersigned by the Secretary. Upon presentation of the order aforesaid, signed and countersigned as aforesaid, the Controller of State must draw his warrant upon the State Treasurer, in favor of the Board of Trustees, for any moneys, or any part thereof, appropriated and set apart for the support of the Normal School, and the Treasurer must pay such warrants on presentation.



## BOARDS OF TRUSTEES OF STATE NORMAL SCHOOLS.

MAY 20, 1896.

### Ex Officio Members of Each Board.

JAMES H. BUDD.....Governor.  
SAMUEL T. BLACK.....State Superintendent of Public Instruction.

### Board of the School at San José.

HENRY FRENCH, President.....San José.  
MRS. EULALIA A. WILSON.....534 18th St., Oakland.  
F. ANGELL, Ph.D. ....Stanford University.  
M. DINKELSPIEL.....Suisun.  
R. E. WILHOIT.....232 Main Street, Stockton.  
RUTH ROYCE, Secretary.

### Board of the School at Los Angeles.

A. E. POMEROY, Vice-President.....105 S. Broadway, Los Angeles.  
T. P. LUKENS .....Pasadena.  
J. MARION BROOKS, Cor. Temple and New High Streets, Los Angeles.  
F. A. MOLYNEAUX.....Pomona.  
PERCY R. WILSON.....Temple Block, Los Angeles.  
EDWARD T. PIERCE, Secretary.

### Board of the School at Chico.

F. C. LUSK, President .....Chico.  
N. P. CHIPMAN.....Red Bluff.  
JOHN BIDWELL.....Chico.  
F. H. GREELY.....Marysville.  
GEO. OHLEYER.....Yuba City.  
ROBT. F. PENNELL, Secretary.











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97/98

# CATALOGUE

1897-98

JAN 25 1921

# State Normal School

... AT ...

LOS ANGELES, CALIFORNIA

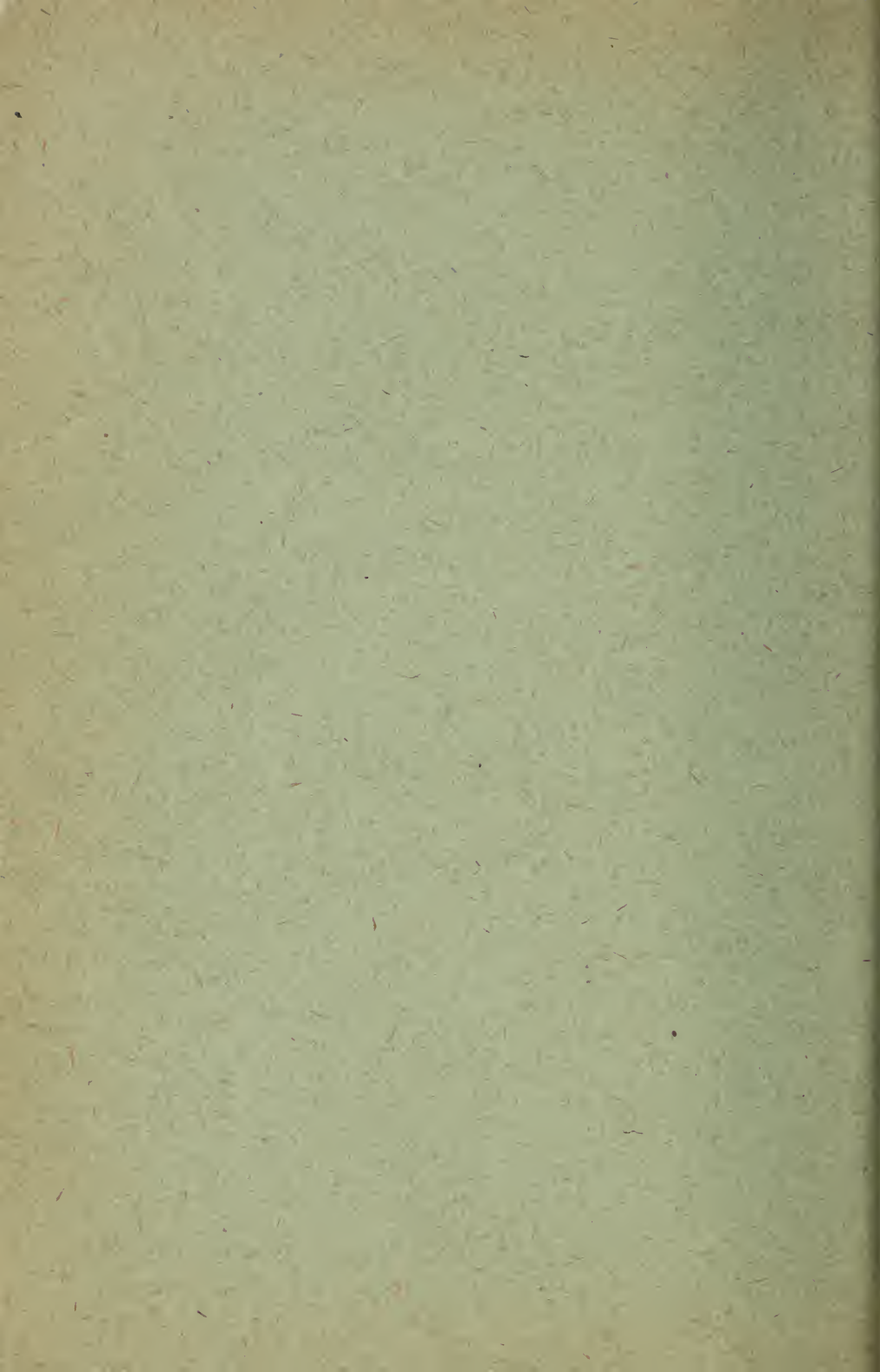


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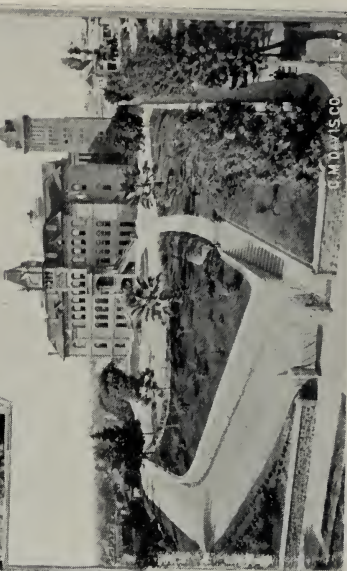
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# STATE NORMAL SCHOOL

LOS ANGELES,  
CAL.



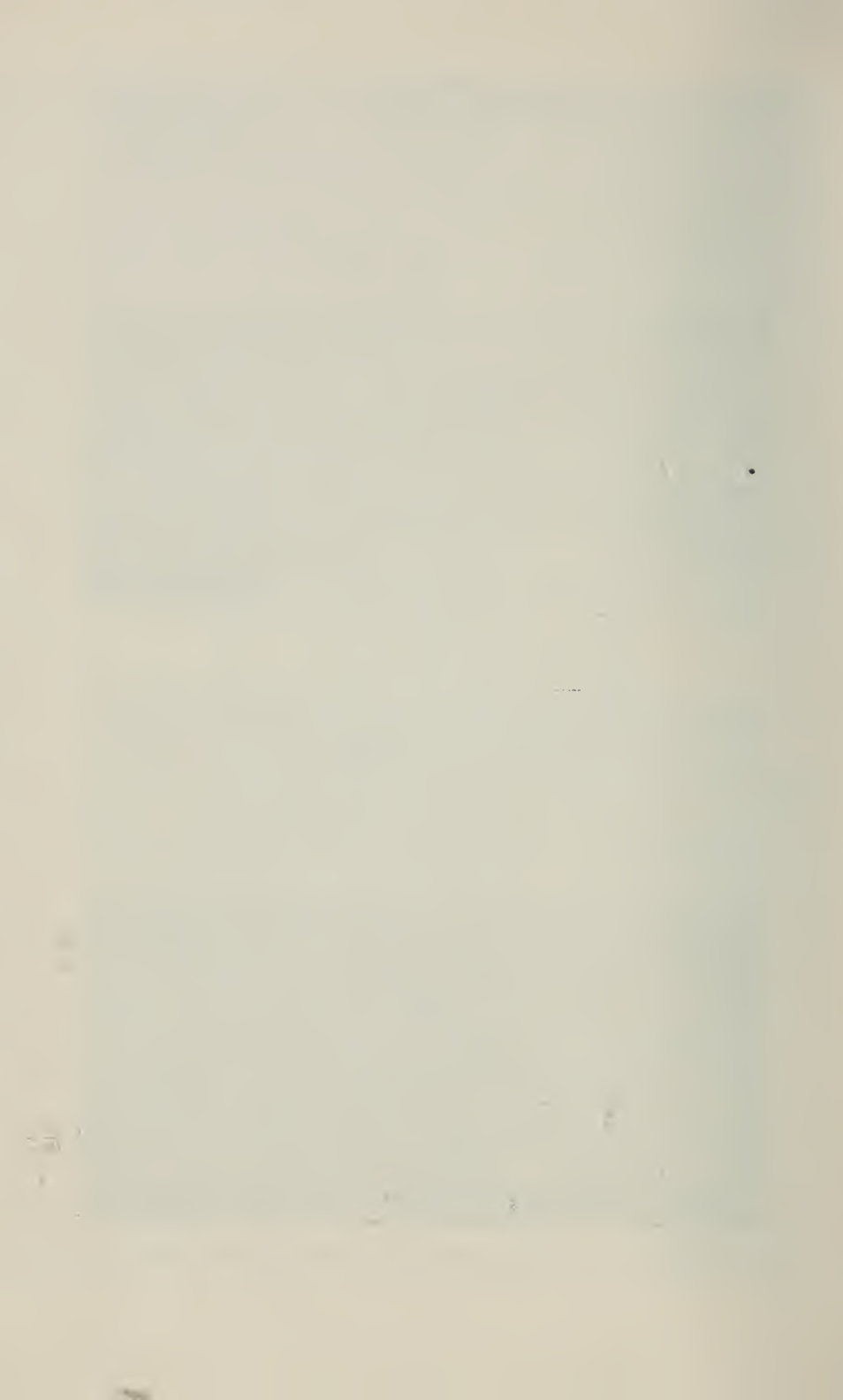
*Palm*  
Photo

C. M. DAVIS CO.





VIEWS OF LOS ANGELES CITY FROM NORMAL SCHOOL BUILDING



SIXTEENTH ANNUAL CATALOGUE

OF THE

STATE NORMAL SCHOOL

AT

LOS ANGELES

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1898

AND

CIRCULAR FOR 1898-99

1898





## CALENDAR FOR 1898-99.

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### FIRST TERM.

Entrance examinations and admissions on credentials, Thursday, Friday and Saturday, September 1, 1898.

Term opens, Tuesday, September 6, 1898.

Term closes, Thursday, January 26, 1899.

Holiday vacation, December 24, 1898 to January 2, 1899.

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### SECOND TERM.

Entrance examinations and admissions on credentials, Friday and Saturday, January 27 and 28, 1899.

Term opens, Tuesday, January 31, 1899.

Mid-term vacation April 7 to 17 exclusive.

Term closes, June 24, 1899.







## BOARD OF TRUSTEES

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1897-98.

JAMES H. BUDD .....	Governor.
<i>Ex Officio</i>	
SAMUEL T. BLACK .....	Superintendent of Public Instruction.
<i>Ex Officio</i>	
EDWARD T. PIERCE .....	President of Faculty.
<i>Ex Officio</i>	
A. E. POMEROY .....	Los Angeles.
T. P. LUKENS .....	Pasadena.
PERCY R. WILSON .....	Los Angeles.
J. MARION BROOKS .....	Los Angeles.

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### OFFICERS OF THE BOARD.

A. E. POMEROY .....	President.
PERCY R. WILSON .....	Vice-President.
EDWARD T. PIERCE .....	Secretary.

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### EXECUTIVE COMMITTEE.

A. E. POMEROY.	PERCY R. WILSON.
T. P. LUKENS.	



## FACULTY 1897-98.

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### NORMAL DEPARTMENT.

EDWARD T. PIERCE, LLB., PD. D., President,  
School Law and School Economy.

MELVILLE DOZIER, B. P., Vice-President,  
Mathematics and Bookkeeping.

C. C. VAN LIEW, PH. D., Professor of Psychology and Pedagogy,  
Supervisor of Training School.

ISABEL W. PIERCE, Preceptress,  
English and Ethics.

SARAH P. MONKS, A. M., Curator of Museum,  
Zoology and Botany.

HARRIET E. DUNN, Librarian,  
History.

CHARLES E. HUTTON, A. M., Registrar,  
Mathematics.

\*JOSEPHINE E. SEAMAN,  
English.

MAY A. ENGLISH,  
Chemistry and Physiology.

JAMES H. SHULTS, A. M., M. D.,  
Physics and Physiology.

AGNES CRARY, A. B.,  
English.

ADA M. LAUGHLIN,  
Drawing.

EVERETT SHEPARDSON, A. M.,  
Psychology and Pedagogy.

JULIET P. RICE,  
Music.

EMMA J. BRECK,  
English.

CHAS. M. MILLER,  
Sloyd.

JAMES F. CHAMBERLAIN,  
Geography.

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\* R. E. Hieronymus, A. M., substituted for Miss Seaman during the year.

## FACULTY 1897-98—Continued.

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CHAS. DON VON NEUMAYER,  
Reading.

SARAH J. JACOBS,  
Director of Physical Training.

ETTA E. MOORE, A. M.,  
English.

B. M. DAVIS, M. S.,  
Zoology and Botany.

KATE BROUSSEAU,  
Psychology.

MARY M. SMITH,  
Drawing and Sloyd.

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### KINDERGARTEN TRAINING DEPARTMENT.

FLORENCE LAWSON, Director.  
BERTHA M. ANDREWS, Assistant.

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### TRAINING SCHOOL.

#### CRITIC TEACHERS.

FRANCES H. BYRAM, City Principal.

EMMA W. EDWARDS, M. L.

ALBERTINA SMITH.

CARRIE REEVES.

CLARA M. PRESTON.

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#### EMPLOYEES.

MATTIE M. TOWNSEND, President's Secretary.

EDWIN P. CARR, Engineer and Carpenter.

JOHN D. BARRIE, Resident Janitor.

JOHN QUICK,      MRS. JOHN QUICK,  
Janitors.

GRACE RICHARDSON, Assistant Librarian.

CHARLES E. WEISE, Janitor of Gymnasium.

THOMAS FARNHAM, Gardener.

## Report of Trustees.

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### CIRCULAR FOR 1898-99.

The Trustees of the California State Normal School at Los Angeles herewith present the Catalogue of the School for the school year ending June 30, 1898, with the course of study, rules, regulations, etc., for the coming year.

The enrollment for the present year has reached 616. This is very nearly the limit of the capacity of the buildings.

The Trustees point with pride to the advancement made by the School during the past four years. When it closed in June, 1894, it had a faculty of fourteen, occupying as many rooms in the old building constructed in 1882. During the present year there has been a Faculty of thirty, occupying thirty class-rooms and laboratories in a building that commands the admiration of all who know it. Then, with the exception of a small room for Chemistry, there were no laboratories. Now the Chemical, Physical, Biological, Psychological and Geographical laboratories compare favorably in arrangement and equipment with those in the leading Normal Schools in the country.

The following departments have been established: Psychology and Pedagogy, Art, Manual Training, and Kindergarten Training.

Instead of a single course being offered, as formerly, there have been added the one for Kindergartners, one for High School graduates, and one for College graduates and teachers.

As new members have been added to the Faculty, the management has been fortunate in securing specialists, most of whom, besides being Normal School graduates, have had advanced training along the lines of work which they now teach.

The school is known for its thorough work in all departments and for the ability and success of the teachers whom it graduates.

From a small school with only a local reputation, the institution has in the short time mentioned fairly won a place in size, in equipment, and in efficiency, as one of the leading professional schools of the United States. This has been made possible by the rapid growth in population in this part of the State and by the liberality of the Legislature in voting appropriations for buildings, equipments and salaries commensurate with the needs of the school. As the leading educational institution in Southern California, we bespeak for it the interest and support of citizens.

For specific information in regard to the work of the school, reference is made to the report of the President.

## President's Report.

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To the Board of Trustees of the State Normal School, at Los Angeles—Gentlemen: I present the Catalogue of the school under your charge for the year ending June 30, 1898, and the circular stating requirements, regulations and plans for the coming year:

The year that has just closed has been one of prosperity. The number enrolled has been 616, a small increase over that of the previous year. The class that has just graduated is the first one that has taken the four years' course. I believe that their strength as teachers will justify the Board of Trustees in adding this fourth year of work to the curriculum. These young people, I believe, have a clear understanding of the science of method and a fair degree of proficiency in the art of applying it. Teaching with them will not be a hap-hazard work, but it will be planned and executed with as much system as an architect and builder plans and executes his work. They are professionally trained as truly as is the young physician who has just finished his course at a Medical School. Both require experience to test all their powers. Some may fail of success, but the greater number will show that they understand their work.

The addition of one year to the course has allowed us to greatly strengthen the professional work. The equivalent of fifteen hours per week for one year is now devoted to the Science and Art of Education. This equals the amount of work demanded in one year in our colleges. Another change will be made the coming year. Heretofore the work in teaching has been extended over the whole of the Senior year, one hour each day. This has never been entirely satisfactory. The absorbing character and importance of this work have impelled students to give more attention to it than was sometimes demanded, often to the neglect of other duties. It is intended hereafter to try the plan of having students in the Senior year devote all their time for ten weeks to teaching. They will have charge of a Primary grade for five weeks and of a Grammar grade for the same length of time. They will devote all their time and energies to the class and teach it in all of the subjects of the curriculum. This, we believe, will more nearly test their real strength as teachers, since it will allow them to carry on their work under the usual conditions of practical school-room experience. If they do not show at the end of ten weeks that they are able to handle a class well, both in the way of instruction and government, they will be required to continue their work until they prove either their ability to teach or their inability to do so.

Some other changes have been made in the curriculum, notably that of concentrating the work of certain subjects, instead of having only two or three recitations on a subject each week and carrying the work through a greater number of terms. Each plan has its







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advantages, but it is thought that power will be gained by the students if they do not have to give their attention to too many subjects at one time.

This year the first considerable class of Kindergartners has been graduated. The general interest excited by this department and the character of the work done in it have shown the wisdom of the Board in establishing it. With more room in which to work there is no reason why the Los Angeles State Normal School should not become the center for Kindergarten training in the State.

Now that the reorganization of the school is practically complete, the four years' course fully tested, the Department of Science enlarged, and the Departments of Art, Manual Training and Kindergarten added to the course of the school, with a financial support commensurate with its importance, it should be a constantly growing influence in the development of the rich and thriving territory of Southern California.





## Conditions of Admission and Graduation.

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For admission to any class, the following qualifications are requisite:

(1) The applicant must be sixteen years of age, and strong mentally, morally, and physically.

(2) To be admitted without examination, an applicant must (a) hold a valid teacher's certificate of any grade from any county or city of California; or (b) hold a diploma of graduation from a California High School; (c) a diploma from the ninth year of the public schools under conditions named below; (d) applicants presenting High School diplomas of graduation, or first grade teachers' certificates granted in other States than California, may be admitted without examination at the discretion of the Faculty. For further regulations concerning the admission of High School graduates see page 22.

Graduates from the ninth year of the public schools of California, will be admitted without examination when the diploma is accompanied by a statement as to standing and a special recommendation from teachers. The record must show a high standing in all subjects. Blanks to be filled out may be obtained of the County Superintendents.

### ADMISSION ON EXAMINATION.

Examinations for admission to the Junior class will be given, at the dates named in the calendar, beginning September 1st, for the fall term, and January 27th for the spring term. A fair knowledge of the following subjects will be required: Arithmetic, English, Geography, United States History, Reading, Spelling, Penmanship and Vocal Music. The requirements in Arithmetic will include the following points: Accurate work in the fundamental operations; reduction in common and decimal fractions; simple processes in weight, measurement and volume; forms in analysis; applications of percentage, with special reference to the use of elemental principles.

In English the applicant for examination should be able to distinguish readily the various parts of speech in their usual construction. He should analyze quickly simple prose or verse, giving the various kinds of sentences and the relation of the parts. He should be able to summarize in his own words the thought of any simple text placed before him. The exercise in composition will be based on the readings required. The subjects chosen will demand a clear grasp of the author's thought, rather than memory of technical details. The composition must be reasonably correct in spelling, grammar and punctuation, and must show some knowledge of paragraphing.

### LIST OF READINGS.

I. (a) "Alhambra"; (b) "Sleepy Hollow Legend"; (c) "Rip Van Winkle."

II. (a) "Evangeline"; (b) "Miles Standish"; (c) "Hiawatha."

III. (a) "Lady of the Lake"; (b) "Lay of the Last Minstrel."

IV. (a) "Snow-Bound"; (b) "Tent on the Beach."

Every student must be prepared on one work from each group of the above. He must be able to quote some good passage of at least ten consecutive lines from the verse that he has studied.

The Geographical knowledge of students seeking to enter the Normal School should comprise an intelligent conception of the world, including location of most important countries, their chief productions and characteristics of the people. The great grain, cotton, timber, fruit, grazing and mineral belts of our own country should be known, as well as the cause of their distribution. A knowledge of the manners and customs of the people in the different parts of the country is also required. Ability to think well will cover the lack of many technical points in the work.

The course in the history of the United States deals chiefly with the growth and character of the government, including a careful study of the constitution and its workings. In order to pursue this course intelligently, the applicant should have a good knowledge of the main facts of our history, especially through the colonial and revolutionary periods. The examinations are given with a view to testing preparation in this particular.

Applicants for admission will be examined in spelling upon words in common use, such as may be found in the California State Speller, and are expected to spell a large percentage of any selected list of such words at dictation.

The Natural Vertical system of penmanship is taught; and, as a prerequisite to admission, a student must write a plainly legible hand, not necessarily the vertical, having a reasonable regard to regularity and neatness.

In Music, the student must be able to sing the major scale, and to both sing and write the diatonic intervals.

(3) Every one admitted to the school must present a certificate of good moral character, signed by the County Superintendent of Schools, or by two School Trustees, or by any two reputable and permanent residents of the district from which such pupil comes.

(4) According to a regulation of the Board of Trustees, each applicant must present evidence of being strong physically and without chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. The Faculty are therefore authorized, when they deem it necessary, to require of any student a physician's certificate of health and lack of physical defects. This may be made out by the family physician of any student according to the following form, or the examination may be made by the school physician, a lady, at an expense of one dollar, or without expense by Dr. Shults of the Faculty, also a regular physician:

FORM: I, —, a physician in good and regular standing, residing at —, do certify that — is strong physically, and able to do the work of the Normal School so far as — health is concerned, and that — has no chronic disease or physical defect of speech or hearing or appearance that would militate against — usefulness and success as a teacher. — —, Physician.

Applicants should be here at 9 a. m. on the days indicated, viz., September 1st and January 27th, and go directly to the assembly room, where directions will be given.

Those entering on past examinations, credentials, or previous membership in the school, should also be here on above dates and report in Room N.

Experience has shown that those make the best teachers who enter the early part of the course. The elementary work of the Junior year is more needed than the higher work of the following years. For this reason it is better that the student should enter at the commencement of the year, when the new class is formed, than that he should wait and attempt to enter a class which has already gone over some portion of the year's work.

Very few are entered on the course beyond the commencement of the second year.

To graduate, one must be at least eighteen years old; must have been not less than one year in the school; must have passed creditably in all the studies of the prescribed course, and must have shown, by actual and continued teaching in the Practice School, an ability and fitness for governing and teaching well.

Applicants for admission are required to make and sign the following declaration:

"I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of California."

All entering the school are also required to sign the following blank:

"I have carefully read the rules and regulations of the State Normal School, and hereby enroll myself as a student in the institution with a full understanding of them, and promise to the best of my ability to conform thereto in all respects so long as I shall be connected with the institution.

"(Signed) \_\_\_\_\_,  
"of \_\_\_\_\_, County of \_\_\_\_\_.

"\_\_\_\_\_ , 189-."

Parents and guardians will be required to sign the following:

"For myself, as \_\_\_\_\_ of the student whose name is signed above, I also accept on my part the conditions specified, and upon my part agree to withdraw \_\_\_\_\_ from the school upon receiving notice from the Principal that the Faculty request the same.

"(Signed) \_\_\_\_\_."

A deposit of five dollars is made with the President, to be refunded on leaving, if all library books have been returned, and if there are no charges for injury to reference books, buildings, or furniture. This will be required without fail before the student is enrolled.

Our object is to train students for the work of teaching in the public schools of the State. A course in the Normal School is not a ready nor an easy way to obtain a certificate to teach. For those who wish to prepare for the teacher's examination, this is no place, and any who come for that purpose are likely to be disappointed. We are always glad to welcome teachers who, in the vacation of their own schools, find some leisure to attend the Normal, to see its methods, to examine its work, and perhaps to gain something which may be of use to them in their own work. They may join any class, being either observers or workers, as they may choose, and remain with us just so long as their leisure shall serve.

## General Information.

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### ADVICE TO THOSE WHO WISH TO ENTER THE SCHOOL.

In the first place, thoughtfully consider the reasons why you wish to enter a Normal School. Such a step should not be taken lightly, and you should ask yourself if you have a sincere desire to help humanity by becoming a well-prepared, earnest teacher. If so, you must realize that the preparation requires not only the spirit of a student, but also four years of hard work. It should be your purpose to abide by every regulation of the school, and earnestly strive to build up such a character as should distinguish the worthy model for children that every teacher should be.

1. Carefully examine the course of study, and decide how much of it you have thoroughly accomplished, recognizing always the difference between the knowledge required by a teacher, and by one who is merely expecting to become a general scholar.

2. Do not be too anxious to enter advanced classes. There will be no time in any class to make up back studies. Many who are admitted to the advanced classes fail to do the work well, from lack of elementary training, and regret not having begun to work here in lower grades.

3. Bring with you a statement of good moral character, signed by two of the School Trustees, or other resident citizens of your district. This reference must be presented before the applicant is registered as a student.

4. Text or reference books which you may have will be useful here, and should be brought with you.

5. Come expecting to work faithfully and honestly; to make study your first and only aim while here; prepare to make any sacrifice for your own good and the good of the school. If you cannot come with this spirit, or if you lack the determination to carry you through in this spirit, you will make a mistake in entering a Normal School.

### EXPENSES.

The expenses are as light as they are at any school on this coast. Tuition is free. Books cost on an average about \$5 per term. Instruments and material for work in the different sciences will cost from \$10 to \$20 during the four years. One dollar per term will be charged for materials in the Physical Laboratory work, and \$3 for the same purpose in the work in Chemistry; fifty cents per year will be charged for material in Sloyd work, and twenty-five cents per term as a library fee to cover wear and tear and losses. Board in private families costs from \$3.50 to \$5 per week. Rooms may be had by students if they wish to board themselves. The cost of living may then be reduced to \$2.50 per week. Many of the students also find it possible to work for a part, or the whole, of their board. When this is done, it is advisable for the student not to attempt to take the entire work of any class, but to take a year longer and thus avoid overtaking himself.



## DISCIPLINE.

In a Normal School there should be no need of referring to the matter of discipline. Only those should come, or be admitted, who have well-formed, correct habits. This is, in no sense, a reform school, and young gentlemen or young ladies who are not disposed to submit willingly and cheerfully to all the wholesome restraints found necessary for the good working and good reputation of the school will be unhesitatingly dismissed.

The aim of the administration is to lead students to be self-governing, as should be all persons who are to become teachers. There are very few arbitrary restrictions or positive rules and penalties. An effort is made to create a feeling of responsibility and lofty purpose, such as should characterize Normal School students. Their bearing while in the school-room, on the street, or at public gatherings, should be beyond criticism and worthy of imitation. Character building, which should be the great aim of all school work of whatever grade, is one of the definite purposes of the school, and it is expected that those who graduate will be able to continue this much-needed work in the lives of the children of the State.

We are, in a measure, responsible to the State for the character and acquirements of each pupil graduated from the school. This being the case, we are compelled to exercise the most rigid scrutiny in reference to both these; and offenses that in a mere academic institution might be passed over lightly, here are viewed rather as indicating the unfitness of the offender for taking charge of and training the children of the State. In this way it sometimes happens that pupils are advised to withdraw from the school, or are even dismissed, when no very serious charges are brought against them; they have merely convinced us that they are not suitable persons to enter the profession of teaching. No publicity is given to such cases, except when it becomes necessary to protect the school from false accusations. Nor is our action ever taken with a view of punishing the offenders. They are simply permitted to go to schools where they or their parents can pay for the work of discipline. The State can afford to educate for teachers only those above the need of such work.

Those who are fitting for teachers should begin, on their entrance to the school, the formation of those habits on which so much of the teacher's success depends. None are admitted to the school except those who pledge an intention to become teachers.

During the past year the students formed an organization known as "The Associated Body of Students." This organization has for its object the management of many matters that tend to the well-being of the school. They have regular meetings and discuss many questions that look to their own government and welfare as students in a Normal School. They thus aid in making the school as nearly self-governing as possible.

## PUNCTUALITY.

Sickness constitutes almost the only valid excuse for absence. The pupil who allows trivial or ordinary matters to prevent his prompt



attendance upon the exercises of the school and of the particular class to which he has been assigned, shows in this an unfitness for the duties of a teacher that should, and soon does, end his connection with the school. The Preceptress or Class-Teacher may grant excuses for absence or tardiness, and should be consulted before the absence occurs, if possible.

### PROMOTIONS.

Those only who do the work of the class creditably, and show an ability to advance, will be promoted with the class. Examinations are made and the work summed up at the end of each term.

### BOARDERS AND BOARDING.

The Board of Trustees of the school have adopted the following regulations, which the Faculty of the school are required to see fully observed:

All pupils attending any department of the school, who do not board and room with their parents or legal guardians, and who are not under the immediate charge of parents or such guardians, shall be considered as boarders, and shall be subject to the following rules:

1. Pupils must consult the President or Preceptress before selecting boarding-places. This rule is imperative and applies to all, whether they have been in the school before or are new pupils.

2. Pupils must board at places endorsed by the President or Preceptress.

3. Ladies and gentlemen shall not be allowed to board in the same house. This rule shall apply equally when the house is occupied by two or more families.

4. Permission must in every case be obtained from the Preceptress, when pupils desire to board in families where boarders are taken who are not connected with the school. It is not expected that permission will be asked which conflicts with the preceding regulation.

5. Brothers and sisters shall be allowed to board in the same house, provided no other boarders are received into the house.

6. Pupils must consult the Preceptress before changing boarding-places.

7. Boarders shall not be absent from their boarding-places in the evening without permission from the teacher in charge. If compelled by unforeseen causes to be absent at the time named, without obtaining such permission, they must, before leaving, inform the people with whom they board or room, where they are going and when they shall return. Such absence must be reported to the teacher in charge at the earliest opportunity. Permission to attend suitable places at suitable times will always be granted to pupils who are doing well in their studies, but school and its requirements must be first.

8. Pupils may receive calls on Friday evenings, from 6 to 9 o'clock, or before study hours on other days of the week.

9. It shall be the duty of the President and the teachers in charge to satisfy themselves that all parties who either keep boarders, or rent rooms to self-boarders, exercise such supervision over such pupils as will secure a compliance with the spirit and intention of

the rules of the school. Pupils shall not be allowed to continue to board where such supervision is not maintained, or where the requirements of the school are in any way disregarded.

10. All boarders are required to present semi-monthly reports of conduct, signed by the parties with whom they board or room.

#### STUDY HOURS.

Study hours are defined to be from 7 to 9:30 p. m. of all week days except Friday. Evening study hours must not be extended beyond the time named.

Most pupils, in order to retain their places in their classes, will require more than the time above stated. Such additional time should be taken in the morning or the afternoon, but so as to leave time for recreation and exercise in the open air.

Pupils living with their parents or guardians will find it advantageous to observe these rules; but the school requires only that they do the work of their several classes, and so conduct themselves as not to bring the school into disrepute.

#### PERSONAL MATTERS.

Enroll yourself with your name as it should appear upon the books and in the catalogue of the school, and retain that name in all your classes and upon all your papers.

Keep your people at home well informed as to the street and number of your Los Angeles residence, and have all telegrams and express packages directed so as to reach you there.

Should your parents or guardians change their residence while you are here, have the change at once noted upon the records of the school, that we may be able to communicate with them at once, in case of accident, sickness, or other emergency.

Have your letters directed in care of the Normal School, to the room of your class teacher, and they will be safely and regularly delivered to you twice a day.

Regular bodily exercise is essential to health. For this the gymnasium partly provides, giving you, as it does three times each week, an exercise carefully adapted to your strength. Besides this you need at least an hour in the open air, devoted to the development of the muscles, whose health goes far to insure a healthy and vigorous brain.

#### SPECIAL REGULATIONS PASSED BY THE FACULTY.

**SPECIAL STUDENTS.** (a) An applicant for special classification must receive from the Committee on Special Classification a statement of the subjects from which he is excused, and of those in which he is permitted to take an examination, together with the grade to which he is assigned.

(b) The applicant must be assigned to a particular section by the committee on sectioning that grade.

(c) The applicant must receive from his class-teacher his program and folder.

(d) The class-teacher must see that the proper credits are reported for permanent record.





A VIEW OF ONE OF THE STAIR-CASES  
MUSEUM

VIEWS OF ASSEMBLY





BIOLOGICAL LABORATORY NO. 1  
READING AND VOICE CULTURE



VIEWS OF ART ROOMS





**CHANGING PROGRAMS.** All changes in the established program of any student must be made by a committee, consisting of the teachers of such pupil, the class-teacher being chairman.

**CONDITIONS.** (a) A student failing in subjects requiring fifteen hours per week, exclusive of Gymnasium, shall be required to take those subjects over, and no advanced work, unless permitted by a committee consisting of his several teachers.

(b) Students desiring examinations at the opening of the fall term to remove conditions, must present their requests before a committee composed as above, on Wednesday preceding the close of the spring term; and, if such requests be granted, each such student must, at the opening of the fall term, show to the satisfaction of the committee that he has done sufficient work during vacation to entitle him to such examination.

Such examinations must be held at the same time at which examinations for admission are held.

**GRADING.** A student shall be graded with the lowest class with which he has twelve or more periods of recitation per week; provided that no one be graded as Senior A who has not completed all the work of the lower classes or an equivalent. A subject completed in advance of a class shall be considered as equivalent to one of a lower class not completed.

#### REGULATION CONCERNING ADMISSION TO TRAINING SCHOOL.

(a) No student, without permission from the Superintendent of the Training School after recommendation from the class-teacher for such permission, shall be permitted to teach in the Training School.

1. Who has not completed all the Psychology and Pedagogy, English, Arithmetic, Drawing, Sloyd, Music and Gymnasium of the classes of the first three and one-half years, or

2. Who lacks for graduation more than the equivalent of twenty-seven hours per week for one term.

(b) Part I. of this regulation does not apply to those pursuing the High School course.

(c) No part of this regulation applies to Kindergarten students.

(d) Whenever a student-teacher shall be reported by the critic teacher as deficient in subject-matter, a committee, consisting of the Principal, the head of the Department of Pedagogy, the acting Supervisor of the Training School, the critic teacher, and the teacher of the subject, shall take such case under consideration. Upon the recommendation of this committee, such student shall be required to discontinue his work in the Training School, and to take such class work as is best fitted to make up such deficiency.

**FAILURE ON PART WORK.** If a student pursues a subject a half-term or more, and fails to do satisfactory work, that fact shall be recorded on the permanent records, whether he continues to the end of the term or not.

**HABITUAL DEFICIENCY.** It shall be the duty of every teacher, at the close of each term, to report to the several class-teachers the names of students under his instructions who are—(a) Habitually

deficient in spelling; (b) Habitually deficient in the construction of sentences, either oral or written; (c) Habitually lacking in neatness in written work. Such report should indicate the particular deficiency or deficiencies.

It shall be the duty of each class-teacher to record such deficiency or deficiencies on the folder of any student who is reported as deficient in the same point or points by two or more teachers, and also to report the same for permanent record.

In making the record on the folder, a deficiency shall be indicated by writing in red ink, across the face of the report for the term, the word or words, spelling, sentences, neatness.

Any student who shall be deficient in the same particular for four consecutive terms, or in the same two for three consecutive terms or in the same three for two consecutive terms, shall be considered as unfit to become a teacher, and shall be requested by the Faculty to withdraw from the school.

MID-TERM REPORTS.—On the Monday following the middle of each term, each teacher must report to the several class-teachers of the students under his instruction, the standing of such students; such standing to be designated by the letters C, D, and P, for creditable, doubtful, and poor, respectively.

CLASS PARTIES. (a) No orchestra shall be permitted, except at the final class party of the Senior A class.

(b) No escort shall be invited by a student, except by permission of the Principal and Preceptress.

(c) No assessment to pay expenses, except at the final class party of Senior A, must exceed fifteen cents.

#### GENERAL REMARKS.

It is to be hoped that County Superintendents, and other friends of the State Normal School, may be ready to advise those who are earnestly striving to make themselves good teachers, to enter some of the departments of the school. It may also, in all kindness, be suggested that none be recommended who are not physically, mentally, and morally fitted for the profession. The fact that a candidate has failed at an examination is, alone, hardly evidence that he should come to the Normal School. While it is our aim, by faithful effort, to fit our pupils for the work of teaching, we cannot work miracles, and there are those out of whom no amount of instruction, and no thoroughness of training, can make good teachers.



## To School Trustees.

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If Trustees who need teachers will write to the President, stating the character of the school and the peculiar qualifications required in the teacher, the place can be filled by those who are thoroughly trained. This will be done without expense to either Trustees or graduates of the school. In this way school authorities will be doing a real service to their schools, and at the same time will be encouraging professional training. A certificate to teach and a record of a few months in a cramming school is no evidence of fitness for the important work of school management.

The President will also be glad to answer any questions in regard to under-graduates who may apply for positions as teachers. The fact that a young gentleman or lady has spent one or more years in the Normal School is no evidence that the applicant is fitted to teach. It may, on the contrary, be evidence that he or she is considered unfit for the work and has been dropped from the school. Some, however, are as well prepared to teach as are those who have simply passed the examination for a certificate, and should be encouraged by receiving positions in the schools. We shall always be glad to state frankly what qualifications such young people have for the responsible work that they wish to assume.

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## Course of Study.

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The regular course of study occupies four years.

Any student who shall accomplish the work prescribed in the Course of Study shall be graduated on the recommendation of the Faculty.

Pupils who make a satisfactory record in all the studies of the regular, or four years' course, either upon examination or by class work in the school, and who are recommended by the Faculty of the school as in every way entitled to the same, shall be granted the diploma of the school; provided, that one entire year must be passed in the school.

The number of terms in the year, the time of opening and closing of terms, the arrangement of vacations, the time of graduation, and the order of succession of studies in the prescribed course, shall be fixed for the school by its local Board of Trustees.

TABULATED COURSE OF STUDY.  
FIRST, OR JUNIOR YEAR.

	JUNIOR B.	JUNIOR A.
PROFESSIONAL. ....	Subjects considered from the teacher's point of view.	Subjects considered from the teacher's point of view.
ENGLISH. ....	Grammar—*20—4.	Composition. Classic Myths—20—4.
SCIENCE.....	Physics—20—5. Geography—20—4.	Botany—20—5.
MATHEMATICS.....	Algebra—20—5.	
MANUAL TRAINING	Sloyd—20—2.	Drawing—20—2. Sloyd—20—2.
MISCELLANEOUS ...	Physical Training—20—3. Music—20—1. Word Work—20—1.	Reading—20—3. History, Roman and Mediaeval—20—4. Physical Training—20—3. Music—20—1. Word Work—20.

SECOND YEAR.

	MIDDLE D.	MIDDLE C.
PROFESSIONAL. ....	Methods in all subjects pursued. Subjects considered from the teacher's point of view.	Elementary Psychology and Child Study—20—4.
ENGLISH.....	Figures. Versification—20—5.	
SCIENCE .....	Physiology—20—5.	Zoology—20—5.
MATHEMATICS.....	Arithmetic—20—4.	Geometry—20—5.
MANUAL TRAINING	Drawing—20—2. Sloyd—20—3.	Drawing—20—2.
MISCELLANEOUS. ...	Reading—20—3. Music—20—1. Physical Training—20—2.	English History—20—4. Physical Training—20—3. Word Work—20—2.

THIRD YEAR.

	MIDDLE B.	MIDDLE A.
PROFESSIONAL .....	Psychology and General Pedagogy—20—4.	Special method in connection with Grammar, Geography, Arithmetic and Manual Training.
ENGLISH .....	Prose. Style—20—4.	Grammar, with especial reference to teaching it in the Public Schools—20—4.
SCIENCE.....		Chemistry—20—5. Geography—20—5.
MATHEMATICS.. ...	Algebra—20—3.	Arithmetic—20—4.
MANUAL TRAINING	Drawing—20—2. Sloyd—20—2.	Manual Training in the Public Schools.(Drawing and Sloyd)—20—4.
MISCELLANEOUS. ...	U.S. History and Government—20—4 Physical Training—20—2. Music—20—2. Word Work—20—2.	Physical Training—20—3. Music—20—1.

\*The first number refers to the number of weeks; the second, to the hours per week.



## FOURTH, OR SENIOR YEAR.

	SENIOR B.	SENIOR A.
PROFESSIONAL.....	School Law and School Economy—20—3. Observation in Training School. Pedagogy—20—4.	History and Philosophy of Education—10—5. Teaching in Training School—10—25.
ENGLISH.....	Literature—20—5.	Literature: English in the Public Schools—10—4.
SCIENCE.....		Physics—10—10.
MATHEMATICS.....	Geometry—20—4.	
MANUAL TRAINING	Drawing—20—2.	Drawing—10—4.
MISCELLANEOUS....	Reading—20—3. Music—20—1. Physical Training—20—3. Ethics—20—1.	Physical Training—10—2. Music—10—1.

Chorus work by the whole school once each week throughout the course.

NOTE.—It will be noticed that students teach for ten weeks in the Practice School during the last term. They will have entire charge of a room and have no other work while they are doing this.

## A Short Course.

### FOR HIGH SCHOOL GRADUATES.

1. A two years' or two and one-half years' course is arranged for graduates from accredited high schools who are recommended for entrance to the State University. Applicants must present papers of the form required by the Los Angeles State Normal School, designating the subjects in which they are recommended to the University. Blanks may be had by applying to the Principals of the High Schools.

The following subjects will be most helpful in arranging a course in the Normal School: ENGLISH—full High School course; MATHEMATICS—Algebra, Plane Geometry; HISTORY—Greek and Roman, Mediaeval and Modern, Civics; SCIENCE—Physics, Chemistry, Botany, Zoology.

For students accredited in all of the above subjects, and entering in September, a regular two years' course, indicated in section 5, has been arranged. Students not fully accredited will usually find it best to spend a term at the Normal School before entering upon the regular two years' course.

2. Applicants for the two years' course should present by mail, before the first day of September, the paper required in section 1. Address Chairman of High School Committee, Room G, State Normal School, Los Angeles. The students should present themselves for classification at the same room, between the hours of nine and twelve, Thursday, September 1st.

3. All High School graduates from this or other States, not holding such papers, but desiring advanced standing, should apply in person to the same committee, between the hours of one and three, Thursday, September 1st.

4. A student accredited in the group of subjects under section 1 is excused from the following work: ENGLISH—Rhetoric, Literature; MATHEMATICS—Algebra, Plane Geometry (a recommendation in Solid Geometry is not accepted, as the subject is studied in connection with its application to Arithmetic); HISTORY—The work of two terms; SCIENCE—Chemistry, Physics one and a half terms, Botany one term, Zoology one term (a recommendation in Physiology is not accepted, unless the work has been done by the laboratory method). Credentials as to one year's satisfactory work in Latin will excuse from Word Analysis.

An examination in Spelling and the use of synonyms will be held in Room G, Friday, September 2nd, at 1 p. m. All applicants will take this examination, and those not recommended in Latin will take, in addition, an examination in Word Analysis. All who pass this test will be excused from the course in Word Work; those who do not will be held for such part of that course as the High School Committee shall designate.

#### TABULATED COURSE OF STUDY FOR HIGH SCHOOL GRADUATES.

5. A student fully accredited in the group under section 1, and entering in September, takes the following work in regular course:

##### FIRST YEAR.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....	Psychology—20—4.	Psychology—20—4.
ENGLISH.....	Grammar—20—4.	*American Literature—20—4.
SCIENCE.....	Physical Geography—20—4.	Biology—20—5.
MATHEMATICS.....	Arithmetic—20—5.	
MANUAL TRAINING	Drawing—20—2. Sloyd—20—3.	Drawing—20—2. Sloyd—20—3.
MISCELLANEOUS. ..	Music—20—2. Physical Training—20—2.	Reading—20—4. Music—20—2. Physical Training—20—2.

\*May be taken by examination.

## SECOND YEAR.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....	Pedagogy—20—4. School Law and School Econ.—20—3	History and Philosophy of Education—10—5.
		Teaching—10—25.
ENGLISH.....		English in Public Schools—10—4.
	Physiology—20—4.	Physics in the Public Schools—10—4.
SCIENCE.....	*Geography (Middle A.)	
MATHEMATICS.....		Geometry—10—4.
MANUAL TRAINING	Drawing—20—3.	Drawing—10—4.
MISCELLANEOUS. ...	Constitutional History of the United States—20—4. Music—20—2. Physical Training—20—2.	Music—10—3. Physical Training—10—2.

\*May be taken by examination.

6. The Faculty reserves the right to assign to the regular course any student whose work in the school for any term or terms is not such as, in their judgment, justifies them in permitting such student to take the shorter course.

## FOR HOLDERS OF FIRST GRADE CERTIFICATES.

Teachers holding first grade certificates from any county in California will be given an opportunity to shorten their course to such an extent as, in the opinion of the Faculty, the standing on their certificates and their experience in teaching will justify. Such shortening shall not reduce the time to less than one year of work in the school.

## SPECIAL STUDENTS.

Entering students holding first grade teachers' certificates or college diplomas of other States than California, are privileged to apply for advanced standing. Such applicants must present their credentials to the Committee on Classification, in Room C, Normal building, between 10 a. m. and 3 p. m., Thursday, September 1st, 1898, and Friday, January 27th, 1899.

## Kindergarden Training Department.

The increasing demand for thoroughly trained Kindergartners in Southern California influenced the Board of Trustees of the State Normal School at Los Angeles, at its annual meeting in May, 1896, to establish a department for the training of Kindergarten teachers. This department was opened September 8, 1896. It will enter upon

its third year September, 1898. This department is not supplementary to the regular Normal Training School, but is for the purpose of graduating efficient teachers for Kindergartens. No effort has been spared to make the training as thorough and strong as that received in two years' time in any other Training School for Kindergarten teachers.

By a law enacted by the Legislature of 1897, the special diploma from this department is made a valid license to teach in Kindergartens throughout the State. Holders of the Kindergarten diploma from the Los Angeles Normal School will be admitted without examination to the Senior year of the Chicago Kindergarten College.

#### CONDITIONS OF ADMISSION.

1. All students applying for admission to the Kindergarten Department must be sixteen years of age. Students who do not show some natural fitness for this work by the end of the first half term will be required to withdraw. Only one class will be organized each year, for the two years' course, and this will begin work in September. But those who can spend two years and a half, will be permitted to enter one term earlier, to take such preparatory academic work as may be deemed desirable to strengthen their course.

2. High School and College graduates will be admitted to a two years' course under the rules and regulations governing their admission to the regular Normal Course (see page 21 of catalogue) after having passed the following examinations: Music, instrumental, ability to read simple airs with reasonable facility, in good time and with fair touch; vocal, ability to sing simple songs with accuracy and expression; Drawing, ability to draw simple objects in outline and light and shade in good perspective. No entrance examination in English for graduates of accredited High Schools. Graduates of other schools must satisfy the English Department unless the Kindergarten Committee consider the work they had done equivalent to High School English.

3. Those who are pursuing the regular Normal course and have finished the work of its first two years, may elect the two years' Kindergarten Training course, if they show peculiar fitness for that work.

4. Students not classified in either of the above groups (sections 1 and 2) will be referred for examination to a special committee consisting of the President of the Normal School, the Director of the Kindergarten, and the Professor of Pedagogy of the Normal School. Any advanced standing in the required work for Kindergartners necessitates an examination in all the subjects completed in the first year of the special Kindergarten course. This examination covers both the academic and Kindergarten training of the year specified, in addition to the regular entrance examination. None will be admitted for less than one year's work.

5. Holders of diplomas from the four years' course of California Normal Schools may complete the Kindergarten course in one year, if they are prepared for examination in subjects named in section 1. See special course, page 26.





KINDERGARTEN TRAINING CLASS  
GARDEN FOR KINDERGARTEN

VIEWS OF KINDERGARTEN ROOMS





## OUTLINE COURSE OF STUDY FOR THE KINDERGARTEN DEPARTMENT.

The first and second years' work for students entering from the ninth year of the public schools is identical with that of the first two years of the regular Normal course. (See paragraph 3 above.)

The third and fourth years' work, and that for College and High School graduates (see paragraph 2 above), is as follows:

## THIRD YEAR.

1. KINDERGARTEN THEORY—Mother-play, Gifts, Occupations, Program, and Games (one hour per week to each subject specified), Observation in Morning Kindergarten (five hours per week).

2. PSYCHOLOGY—This consists of an experimental and theoretical study of mental life, with a special view to a better understanding of child life and development (four hours per week throughout the year).

3. SCIENCE—The first term will be devoted to the study of Botany and Zoology (three hours per week to each subject). The second term will be devoted to the study of Physiology and Hygiene (four hours per week).

4. MUSIC—Voice placing and development of tone and rhythm; phrasing and expression; children's voices; sketches from the history of music. Selection of music for Kindergarten uses. At least one hour's practice per day in vocal and instrumental music.

5. ENGLISH—All students with no higher training than High School English take thirty weeks of English in the school, first term to be training in Composition and Reading of Prose Masterpieces. (See statement under English for fourth year.)

6. DRAWING—The first term's work will consist in a study of perspective principles and their application to object drawing in outline; blackboard illustration; form study; drawing in color for children; free paper cutting for illustration and design; nature study, including different branches of science. The mediums used are chalk, lead pencil, brush and water color.

The same work will be continued during the second term. Germination and plant growth, illustrated with pen and ink; composition of groups; imaginative sketches; illustration of trades and occupations (two hours per week throughout the year).

## FOURTH YEAR.

1. KINDERGARTEN THEORY—Mother-play, Education of Man, Blow's Symbolic Education, Gifts, Program and Adaptation of Stories to Kindergarten Use (five hours per week). Practice work (fifteen hours per week throughout the year). This practice will be required in Kindergartens under the supervision of the Normal Kindergarten Director. Each student works under criticism, and is held responsible for her own group of children during practice hours. Ample opportunity is given for the telling of stories, teaching of songs, and conducting morning circle, games and marches. Students who fall below grade in such practice work will not receive the diploma, even though their academic work be satisfactory.

2. PEDAGOGY—Short Studies in the History and Philosophy of Education. Research work in selected educational topics preparatory to graduating theme.

3. MUSIC—The work in this is a continuation of the work of the previous year.

4. ENGLISH—Study of some masterpiece. N. B. Students who have had graduate training in College or University may, upon satisfying the English Department, be excused from some or all of the English Work in either or both years.

5. DRAWING—Object drawing will be continued; illustrating with the brush; drawing from casts; water-color work (two periods per week, first term).

### KINDERGARTEN COURSE OF TWO YEARS.

#### FIRST YEAR.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....	Psychology—20—4.	Psychology—20—4.
ENGLISH.....	Composition. Classic. Myths—20—4.	
SCIENCE .....	Zoology—20—3.	Physiology—20—4. Botany—20—3.
MANUAL TRAINING	Drawing—20—2.	Drawing—20—2.
MISCELLANEOUS....	Music—20—2.	Music—20—2.
KINDERGARTEN....	Theory—20—5. Observation—20—5.	Theory—20—5. Observation—20—5.

#### SECOND YEAR.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....	Pedagogy—20—2.	Pedagogy—20—2.
ENGLISH.....		Essentially the same as Senior A, of Normal Course—20—2.
MISCELLANEOUS...	Drawing—20—2. Music—20—1.	Music—20—1.
KINDERGARTEN....	Theory—20—5. Practice Teaching—20—15.	Theory—20—5. Practice Teaching—20—15.

### ONE YEAR COURSE.

(See Paragraph 5, Page 24).

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....	Pedagogy—20—2.	Pedagogy—20—2.
ENGLISH.....	Subject to needs of Practice Work.	Subject to needs of Practice Work.
MISCELLANEOUS....	Drawing and Music as required by needs of Practice Work.	Drawing and Music as required by needs of Practice Work.
KINDERGARTEN....	Theory—20—10. Practice Teaching—20—15.	Theory—20—10. Practice Teaching—20—15.

## Text-Books Required.

### JUNIOR B.

English—Revised State Series Grammar.  
 Physics—Cooley's Student's Manual, Richardson.  
 Geography—Tarr's Elementary Physical.  
 Algebra—Wentworth's School.  
 Music—Common-School Course.

### JUNIOR A.

Psychology—Halleck.  
 English—Gayley's Classic Myths.  
 Botany—Bergen's Elements.  
 History—Sheldon's General.  
 Music—Natural Course.

### MIDDLE D.

Arithmetic—State Series.  
 English—Waddy's Rhetoric and Selected Readings.  
 Physiology—Martin's Human Body  
 Arithmetic—State Series.  
 Music—Normal Third Reader.

### MIDDLE C.

Psychology—James's.  
 Physics—Gage's Principle.  
 Arithmetic—State Series.  
 History and Government—Wilson's State and Federal Government.  
 Music—Same as Middle D.  
 Word Analysis—Reed & Kellogg's Word Building.

### MIDDLE B.

Psychology—Same as Middle C.  
 English—Scott & Denny's Comp. and Rhet. and Selected Readings.  
 Geometry—Wentworth's.

### MIDDLE A.

Pedagogy—McMurry's General Method and Method of the Rectitation.  
 English—Whitney's Essentials of Grammar.  
 Chemistry—Richardson's.  
 Algebra—Same as Junior B.

### SENIOR.

English—Pancoast's Introduction to English Literature.  
 Palgrave's Golden Treasury and Selected Readings.  
 Geometry—Same as Middle B.  
 Physics—Gage's Principles.

### KINDERGARTEN.

Education of Man—Hailman's Translation.  
 Mutter and Kose Lieder—Published by Lee & Shepard; or Mutter and Kose Lieder—Translated by Susan Blow.  
 Psychology and the Psychosis of Intellect—Denton J. Snider.  
 Study of Child Nature—Elizabeth Harrison.  
 Symbolic Education—Susan Blow.  
 Songs for Little Children—2 vols., Eleanor Smith.

In addition to the above, selections will be made from the following list, as the needs of the classes may demand:

Arithmetic—Walsh, California States Series, Wentworth & Hill's Exercises, McLellan & Ames, Prince's Arithmetic (books 1-8, ed. 1893), Appleton's Numbers applied, Robinson's New Higher Arithmetic.

Algebra—Smith, Stringham's Revision of Milne, Bowser, Smith.

Geometry—Bowser, Hopkins, Edwards, Beman & Smith, Phillips & Fisher's Elements.

Composition—Wendell, Newcomer.

English Literature—Stopford Brooks, Brander Matthews' Introduction to American Literature, McMillan's Classics.

Geography—California State Series, Frye's Child and Nature, Eclectic Physical, Appleton's Physical, Warren's Physical.

Biology—Setchell, Boyer, Oliver & Kerner, Campbell, Kingsley, McMurrich, Parker, Sedgewick & Wilson.

Chemistry—Mead's Chemical Primer, Remsen's Introduction, Cooley's Laboratory Studies, Shenstone's Practical Introduction, Roscoe & Lunt's Inorganic Chemistry for Beginners, White, Bartlett's Laboratory Exercises, William's Elements.

Physics—Avery, Carhart, Chute, Hall, Hall & Bergen, Shaw, Jones' Elementary Lessons in Heat, Light and Sound.

Physiology—California State Series, Overton's Applied.

General History—Sheldon, Barnes, Meyers, Fisher.

United States Government—Fiske.

United States History—California State Series, Fiske, Thomas, Epoch Series, Channing's Students', McMaster's School.

English History—Guest & Underwood, Green's Short History, Gardiner's Student's, Montgomery.

Psychology—McLellan's Psychology of Number, Morgan, Hewitt, Hill, Ladd, Gordy, Herbart, Sully's Outlines, Sanford's Experimental, Roark's, Tichener's Primer.

Pedagogy—Swett, Hewitt, McLellan's Applied Psychology, De Garmo's Essentials of Methods, De Garmo's Herbart and the Herbartians, Herbart's Science of Education, Quick's Educational Reformers, White's Elements, Stevens' Methods in History, Heath's Pedagogical Library, McMurry's Special Methods in Geography, Science, Reading and History.

History of Education—Rosenkranz, Williams, Painter, Davidson's Education of the Greek people.

Philosophy of Education—Rosenkranz.

Drawing—Garin, Bradfield, Prang, School.

Ethics—Holland.

Vertical Writing—Natural System.



## Brief Explanation of the Course of Study, and the Methods Pursued.

Believing that the true object of education is mental development as well as the acquisition of knowledge, the teachers of the Normal School seek in their work to accomplish this purpose. Although the students make use of text-books in the study of some subjects, they are led to see that this is only one of many useful helps. Our large and growing library is constantly made use of in getting a knowledge of the best that has been given to the world on any subject. All subjects admitting of such a course are studied and recited topically, and original research along special lines is encouraged.

The class work consists of discussions and comparisons of the results of individual research. Much written work is required, thus testing exactness and thoroughness of study.

The members of the Faculty never lose sight of the fact that the students are fitting themselves to become teachers, and their work in all of the subjects has this important end in view. While there is special professional work during every term, all of the teachers are in touch with the Pedagogical Department, and continually present subjects in such a light that students may see them from both points of view—the learner's and the teacher's. The students, as embryo teachers, are required to illustrate topics, to explain to their classmates, to question, and to develop subjects logically, even before they begin their work in the Training School.

To the end that every teacher may be interested in the work of all the departments of the school, and especially in the pedagogical side of every subject, weekly seminary meetings are held for the discussion of questions that will directly aid the Faculty in an understanding of the needs of the public schools. This knowledge is then made use of in the more thorough and practical preparation of the students for their responsible work.

### PROFESSIONAL WORK.

As has been said, it is the purpose of the Faculty to, so present every subject of study as to emphasize it from the teachers' point of view. As Superintendent Henry Sabin says of Normal Schools that do effective work: "The science and art of education will be taught during every exercise. Each lesson will be taught as based upon educational principles; the student will be required to study it with two ends in view—as he would desire his pupils to study it and as he himself would study if he were preparing to teach it. Arithmetic or Geography should be just as much a professional study in a Normal School as Psychology or the History of Education. Every exercise should have a school-room side." Each teacher is expected to understand the psychological principles governing the learning of the subjects which he teaches. He is not only to exemplify these principles in his own teaching as a model for students, but also from time to time to call their attention to special points that need emphasizing, and to the proper way to present them to classes when they themselves become teachers. Before a subject is

dropped, the teacher is expected to sum up its important points, as it were, and give some special work that will call the attention of students to its importance in the public school curriculum, its possible correlation with other subjects, and some of the best methods for presenting it to primary and grammar grade pupils.

Each subject will again be considered in the special time devoted to Pedagogics.

#### SPECIAL PROFESSIONAL WORK.

Students should be made to feel, as soon as they begin their work in a Normal School that it is to be along professional lines. They should look forward every day during the four years of their preparation to the time when they are to become teachers, and should begin at the very outset to observe the different phases and conditions of mental growth. They should be led to study not only their own mental processes in acquiring a knowledge of a given subject, but should learn to take note of the way in which children learn. Thus, the spirit of every student will be that of an earnest seeker after knowledge, and of one who is inquiring how she, as a teacher, may best lead children to acquire knowledge and to grow in mental strength. It is only by such a spirit that the atmosphere of a Normal School can become distinctly professional.

##### THIRD YEAR.—

The chief purpose of the first term work, consisting of four recitations per week, will be: (1) to develop early the power and habit in the students of observing, by means of experiment and introspection, their own mental life and the development of the child mind. (2) To give them a systematic view of mental phenomena and of the relations of mind and body. (3) To show them the mental processes underlying the various studies. (4) To assist them in the formation of good habits of study. (5) To acquaint them with terms and methods used in the study of psychology. The class will use a text supplemented and explained by experiments.

The second term of four recitations per week will continue the subject as begun in the first term, emphasizing more and more the subject of child psychology and child study in general. Special work will be assigned to those whose ability will permit. The library is well provided with books covering all these departments, and, correlative with the daily work, courses of reading will be planned and reported on by the students. The children in the Training School will be observed in connection with the work in child psychology, and the students taught truthfully to report what they observe. Everything possible will be done to create a scientific attitude and a spirit of truth-seeking. •

##### FOURTH YEAR.—

During the first term of the fourth year much more time will be spent in professional lines. During the first term four periods per week will be devoted to Methodology. The students will be led to see the wide difference between the proper study of methods and mere learning of devices. Model lessons will be planned and discussed in the class, looking toward legitimate correlation of subjects and best methods of presentation. The special work in Method-

ology will be based on their knowledge of psychological principles. The texts in the hands of all students will be McMurry's "General Method" and McMurry's "Method of the Recitation." No attempt will be made to dictate special devices, but to search for principles upon which all true methods in teaching must be based, and to give practice and power in applying these principles. Under these conditions all legitimate methods for presentation of subjects of instruction will be critically studied. In this connection the educational ideas of Spencer, Bain, Rein, Parker, Harris and others, will be made. Among the works referred to are Spencer's "Education," Parker's "Talk on Teaching," McMurry's "Special Methods," Lange's "Apperception," and the Year Books of the Herbart Society. As the need demands, observation will be carried on in the Training School. The social idea of mutual helpfulness, as an educational ideal, will be made prominent, especially by practice in the coöperative reference and library work of the class.

During either the first or the last half of the last term each candidate for graduation will be called upon to devote his entire time to the management and instruction of two or more grades in the Training School. Since no other work is done during this half term, the candidate will be required not only to show efficiency in instruction in all necessary branches, but also a reasonable degree of skill and tact in all the details of discipline, management, planning, and the like that belong to good school-keeping. Each candidate will teach in both Primary and Grammar grades.

During the last term of the fourth year, when the student is not engaged in the Training School, five hours per week will be devoted to the History and Philosophy of Education. This course will aim to cover the chief movements and personalities in the development of educational theory and practice, in part through lecture and in part through the study of educational classics, and will close with a summary of educational theory and method as it seems to be shaping itself at the present time and as the outcome of past and present development through theory, research, practice and experimentation.

In addition to the foregoing regular work, educational seminars will be held weekly, in which the advanced students, the critic teachers, and the teachers of the Normal School will meet together to report on and discuss current educational thought and methods, and to do such other work as will tend to unify the purpose of the whole school. Recognizing the great importance to the teacher of professional growth, studious effort will be made to create in the students a thorough acquaintance with the chief current educational magazines of America and Europe, and to enkindle an abiding interest in the same, knowing that these will constantly stimulate to higher purposes and deeper professional interest. One of the chief features of the weekly seminars will be the critical discussion of public lessons given for that purpose in the Training School.

During the last term, the School Law of the State is carefully considered, and the students are required to fill out school registers,

make out reports, and perform the necessary clerical work that they will need to understand as teachers.

The course in School Economy will include lectures on such topics as "How to Secure a School"; "Work Preliminary to the Opening of School"; "Temporary Organization"; "Permanent Organization, and Classification of Pupils"; "The Program"; "School Government and Its Purpose." Under this latter head will be considered such topics as "The Parties Interested in a School, and Their Relations to One Another"; "The Teacher as a Legislator, and His Duties as Such"; "The Teacher as a Judge, and His Qualifications as Such"; "The Teacher as an Executive—His Power and Purpose as Such;" "Judicious and Injudicious Punishments"; "School Tactics"; "The Teacher as a Man or Woman, as a Citizen and as a Leader."

It is hoped by all of these means—the arousal of the professional spirit, the careful study through observation and research in Psychology and the Science of Education, observation and teaching in the Training School, and criticisms of their work by those competent to judge—that the students will go out from school with as fair a share of professional knowledge and skill as has the graduate from a school of medicine or law. Before graduation a professional thesis must be prepared by each student during the last year and accepted by the Pedagogical Department.

Students will not be given diplomas until they are able to show conclusively not only that they understand the subjects to be taught in the public schools, but also that they can teach in different grades. Those who are not able to show this last most necessary qualification will not be graduated.

### THE TRAINING SCHOOL.

The Training School is organized with several class-rooms for each of the eight grades. Each grade consists of half-year classes, so that there are practically sixteen grades. The eight grades are grouped in five departments, each under a training teacher, as follows: First, second, third and fourth, fifth and sixth, seventh and eighth. In addition to their personal supervision of these departments in matters of discipline, management, etc., the training teachers will have charge of certain subjects for supervision throughout the grades on the departmental plan. They will also give illustrative lessons before the classes in pedagogy as the need requires.

Under the supervision of the Faculty of the Normal School, in coöperation with the Supervisor of Training, a course of study for the Training School is being developed. Special attention is being devoted to developing work suitable for the grades in Science, Literature, History and all forms of physical and manual expression.

As the conditions change, the nature of the points of criticism vary. Questions like the following have been found very helpful for the criticism of individual lessons, for groups of lessons, or for all the practice teaching done in a grade:

#### I. Preparation.

1. What can you say of her preparation in text, board-work, devices and illustrations?

2. What can you say of the preparation of the class?









SLOYD ROOM FOR TRAINING SCHOOL



A ROOM IN TRAINING SCHOOL



A GROUP OF ROOMS IN TRAINING SCHOOL



3. What can you say of the bond of sympathy between teacher and class?

#### II. Choice and Arrangement of Subject-matter.

1. Was the amount of material in proportion to the allotted time?

2. How clearly did the teacher see the different points of the lesson in relation to one another, as to proper sequence and relative importance?

3. How did the plan of her lesson fit into her general plan?

#### III. Presentation.

1. How clear was her presentation, and how logical her development (when development was used)?

2. What was the character of her application, drill and summarizing?

3. How clearly did the pupils see the facts in their relative importance?

4. To what extent did she require of the pupils answers careful in thought, expression and pointedness?

5. What can you say of her directness?

6. What can you say of the distribution of her questions?

7. How in other respects was her questioning?

8. Did she talk too much, too little, just enough?

9. What use did she make of the opportunities to work for character, and what can you say of her doing of it?

#### IV. Personality of the Teacher.

1. What was the teacher's bearing?

2. What can be said of her self-consciousness and self-abandon?

3. How fresh, stimulating and alive in her instruction was she?

4. How largely did the personal element of the teacher enter into the teaching?

5. What can you say of her tact?

6. How was her language with respect to grammatical correctness, articulation, clearness and conciseness?

7. What can be said of the modulation of her voice?

8. How do her reading, writing, spelling, etc., rank as models?

9. What can you say of her personal neatness and manner?

#### V. Discipline.

1. Did the teacher keep the whole class busy all the time?

2. Did she obtain the attention of the different pupils, and make them share in the work in proper degree?

3. To what extent did she give them rests, opportunity to stand, movements in the room, concert recitation?

4. To what extent were her eyes and ears open for misdemeanors, and to what extent did many things happen which she did not notice or did not consider?

5. To what extent was apparent effort necessary in order to obtain results in discipline?

#### VI. The General Impression and Success of Her Work.

1. In what is her most noticeable improvement?

2. What are her especially strong points?

3. What are her especially weak points?

4. What seems to be the prospect?



The purpose of criticism is not to find fault with the students-in-training, but to assist them to become good teachers. Criticisms are therefore made suggestive and helpful.

During the year the critic teachers and members of the Pedagogical Department will willingly talk with students-in-training in regard to their fitness to become teachers; for the truth should be recognized and impressed that not every one who enrolls in the Normal School can become a good teacher, not even every one who may do good academic work. Some such are wholly lacking in the elements of a good teacher, and no work that we can do for them can supply what is wanting. Too frequently, however, some of the latter class do not listen to the advice given them, and so lose much of what might be valuable time as well as mental and physical energy in continuing to pursue a hopeless task.

Graduates will confer a favor by reporting from time to time, and by letting us know in what way it seems that the training-school work could have been made more helpful. Those who do not advance educationally should step out of the way.

## Outline Work in English.

### FIRST YEAR.

First Term.—Grammar.

Second Term.—1. Composition.

2. Classic Myths.

Text-books for the year:

Revised State Series Grammar.

Gayley's Classic Myths.

### SECOND YEAR.

First Term.—1. Figures; versification; composition continued.

2. Study of poems selected from the following list:

Lowell: Vision of Sir Launfal.

Longfellow: Keramos.

Lanier: Song of the Chattahoochee.

Read: Drifting; The Closing Scene.

Tennyson: Morte d'Arthur; The Lotus Eaters; Ulysses.

Shelly: The Skylark; The Cloud; To the West Wind.

Coleridge: The Ancient Mariner.

Milton: L'Allegro; Ie Penseroso; Comus.

Text-book for the term:

Waddy's Rhetoric.

No English during the second term of this year.

### THIRD YEAR.

First Term.—English prose:

Emerson or Carlyle: Selected Essays.

Webster: Bunker Hill Orations.

Burke: Speech on Conciliation.

Second Term.—1. Grammar and Composition.

2. American Literature.

Text-books for the year:

Whitney's Essentials of English Grammar.

Scott & Denny's Composition and Rhetoric.



## FOURTH YEAR.

First Term.—1. Special study of the drama; selected plays of Shakespeare; the novel.

2. Historical summary of English Literature.

Second Term.—English literature in the common schools; use of school libraries.

Text-books for the year:

Pancoast's Introduction to English Literature.

Palgrave's Golden Treasury.

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Science.

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It is believed that the educational purpose of teaching science is to develop the spirit of patient, fearless investigation, the determination to see things as they really are, and the ability to express honestly and clearly what is seen. Hence, much time is spent in the Normal School in doing what may some day be done for us in Grammar and High Schools; that is, in training the students in thorough laboratory work. With the new building it becomes possible to equip every room in which science is taught, with tables, microscopes and other necessary apparatus. The increased teaching force gives the teachers more time to devote to directing individual work, and to inspecting drawings and note-books.

Much use is found for the library in science work, for the writings of specialists and of the great scientists of the age, as well as for manuals and reference books. Students are shown that after working directly with objects it is of the greatest value to verify their own conclusions or detect their own errors by comparison with the records of others, and that they may learn much of the methods of great scientific workers, and imbibe something of their spirit from their books.

The professional side of the work is always in view. Special attention is given to the features of the subject most adaptable to children, and to discussing their educational value and natural order of development. There is always, too, actual experience in obtaining material and in devising simple appliances for work.

## PHYSICS.

The course consists of an elementary and an advanced one. The equivalent of five lessons per week for each semester of the school year is devoted to this subject. The program of recitations is so adjusted as to permit two periods of one and one-half hours each, weekly, throughout the year, for individual work in the laboratory; the remainder of the time is spent in class-room discussion upon the results obtained from such experimentation and in topical work selected from standard authorities co-ordinated to the experimental results already secured.

While the methods are mainly scientific and inductive, yet it is often necessary to accept conclusions upon authority, since, from

point of time the re-discovery of all the laws of physics would be an impossibility.

The manipulation of apparatus is a requirement in all laboratory experimentation. The range of subjects covered embraces about three hundred experiments. Brief notes of these are taken by each student at the time of the experiment. Carefully prepared mimeographic directions previously compiled, not only from topical experiments suggested by the best scientific authorities and observers, but also from those that have withstood the crucial test of the classroom, are supplied to each member, and special attention is paid to modern methods and discoveries in supplementing the list of exercises already prepared.

The students at their rooms make drawings of the apparatus used, and expand the notes already taken, paying due regard to system and scientific method and classification.

A physical library of seventy-five volumes, comprising text-books, reference works and monographs, embodying modern and authoritative research, is placed in the lecture-room for the use of the classes pursuing this branch of study.

Originality in thought and method is encouraged, and students frequently avail themselves of the privileges of the laboratory at other than the recitation periods. A skilled machinist is connected with the school, whose services are given freely to the department when occasion requires.

Special attention is paid to co-ordinating the work and to a full co-operation with other departments of school instruction. This is especially true in the branches of music, chromatics and physical geography.

The institution of Sloyd in the Normal is an invaluable adjunct to the Department of Physics, as by this means a knowledge and use of tools are acquired, and many of the simpler pieces of apparatus are made.

In the shaping of the new course of study, which had its inception at the opening of the last school year, especial emphasis is placed upon the elementary course in Physics. Here the work has particular reference to the wants of the country schools. Simple apparatus is used, most of which the teacher constructs, and which represents only a nominal outlay to himself or the district. The advanced course prepares for teaching in the higher schools, or for college matriculation.

#### HUMAN PHYSIOLOGY.

It is desirable that those who study the human body should see in it an organism whose activities are conditioned by the fundamental laws of Physics and Chemistry, and that they should also see that it has many things, both in structure and in function, in common with all other living organisms. This point of view once taken, the study of even Elementary Physiology is put upon a scientific basis. The student's previous training in Biology adds clearness to his conceptions of the processes going on within the body.





PSYCHOLOGICAL LABORATORY  
GEOGRAPHICAL LABORATORY

MUSIC ROOM  
ONE OF THE ENGLISH ROOMS





PHYSICAL LABORATORY



LECTURE ROOM FOR DEPARTMENT OF PHYSICS AND PHYSIOLOGY





If Physiology is a science, it should be made to yield the same training as other science studies. With this end in view, the students are brought into contact with as many objects of the study as possible, and physiological experiments and simple dissections are made by all. Breathing, the capillary circulation, the structure and action of the heart, and the action of muscles are shown by painless experiments upon living animals, and the class-room is always abundantly supplied with fresh material for the study of gross structure. The school cabinet contains a skeleton good plaster and paper models, charts, and a large number of microscopic slides for the study of human histology.

The students are led to see the benefits arising from hygienic living, and during the last half of the term, after they have obtained a fair knowledge of the anatomy and of the activities of the body, articles and monographs by noted physicians and other scientists on such subjects as ventilation, drinking-water, drainage, contagious diseases, disinfection, care of the eyes, foods; their adulteration, preparation and value, are read and discussed.

As Human Physiology is the one science study taught in all schools, the various methods by which it may be made interesting, educative and personally helpful to the children of the primary schools are carefully considered. The Normal students are trained to see that they can do much for the happiness and well being of their pupils by judicious and truthful presentation of the laws of health as connected with habits of study, sleep, exercise, diet and dress.

## BIOLOGY.

The work in this department consists of such considerations of plant and animal life as are generally included in the study of Botany and Zoology. In both phases of the subject, the aims are the same, viz.:

(a) Development of the powers of observation, accuracy of expression and spirit of scientific inquiry.

(b) Contribution to general culture by stimulating an interest in nature.

(c) Preparation for intelligent direction of Nature Studies in the lower grades.

This region affords a great variety of conditions, from ocean to desert, from sea level to mountain top, all within sight of the Normal building. This variety in environment offers unusually good advantages for the study of the external activities of plants and animals.

The laboratories are sufficiently well equipped to carry out any work contemplated. As indicating the character of the equipment the following may be mentioned: thirty-six small compound and one binocular Crouch microscopes, fifteen Bausch and Lomb microscopes, with 2-3 and 1-5 objectives and double nose pieces, nine dissecting microscopes, forty sets of dissecting instruments, complete

set of reagents for carrying on processes of fixing, imbedding, staining, etc., in preparation of histological material. Thoma microtome, solar microscope, four aquaria, etc.

A fairly complete series of slides illustrating the most important points of minute structure of plants and animals have been prepared. These are in sets of from thirty-five to fifty, so that an entire class may examine the same object at the same time.

The museum contains a good collection of zoological, botanical, paleontological and geological specimens. These are accessible to students of this department and of the Training School. It is desired to make the museum a center of exchange with students or teachers who are interested in this work.

The library is well supplied with the best reference books on all phases of the subject. Many of the standard works are duplicated with from two to twelve copies.

### *Botany.*

With the seed as the starting point, the life history of the flowering plant furnishes the basis for further study. The sequence of topics as outlined in Bergen's or Setchell's Botanies is, in the main, followed, although some subjects are studied more thoroughly. Enough of the flowerless plants are studied to give the student some idea of the scope and variety of plant life.

Some time is spent in the study of the organisms concerned in fermentation and enough experiments are performed by the student to show the connection of this subject to sterilization and disinfection.

No herbarium is required, but sufficient time is spent in collecting and classifying plants to give the student some facility in the determination of species by use of the manual. The chief object of the field work, however, is not to learn their names, but to see how plants live and adapt themselves to their environment.

### *Zoology.*

In the course given in this subject, representatives of the principal groups of animals are studied.

Whenever practicable specimens are studied alive under as natural conditions as possible. Many of the common forms of marine life are thus studied.

It is intended also to make the work in Zoology supplement the work in Physiology. The student is made acquainted with the processes of nutrition, respiration, circulation and excretion as found in the lower animals. It is hoped to give a broader view of animal functions and in such a way as to be helpful in teaching Physiology in the lower grades.

The minute structure of at least one animal will be worked out as completely as time will permit.

Such animals as can be easily obtained are used to illustrate special characteristics, such as protective coloration, adaptation to surroundings, habits injurious or beneficial to man, etc.

Some attention is given to embryology. Early segmentation is illustrated by the eggs of the Pond Snail and later stages by the development of the Frog or Chick.

## CHEMISTRY.

The course of Chemistry consists of laboratory work by students, supplemented by the study of chemical laws and theories, careful study of the works of the best modern chemists on certain topics, and a consideration of interesting articles as they appear in the scientific journals and magazines.

During the first term, about a dozen gases are studied in reference to their physical properties and chemical affinities. The common acids, bases and salts are made and tested; a careful study of coals, illuminating gas, explosive gases and flame is followed by a number of oxidations and reductions by flame, sufficient to illustrate the general principles of blowpipe analysis. Some practice is given in stoichiometrical calculations, based as much as possible upon the experiments that the pupils have actually performed.

Because it is thought that Analytical Chemistry offers a convenient introduction to the methods of experimental science, and because it affords excellent training for many faculties not always developed by ordinary school work, the study of delicate and characteristic tests and reactions, together with the analysis of simple salts and solutions, is begun as soon as the pupils have acquired some skill in manipulation and some general understanding of chemical values and reactions. This work, as far as it goes, is intended to embody the most approved methods of qualitative analysis, and aside from its educational value, it often has a direct bearing upon the practical affairs of life, as in the detection of adulterations and poisons.

An attempt is now being made in this school to do something in household chemistry, and our students are carefully instructed in the best methods of soup and bread making; of baking and boiling meats and vegetables; in the proper preparation of tea, coffee and chocolate, and in the sterilization of milk and water; in the use of soaps, acids and alkalis in cleaning and decolorizing, and in the choice and use of simple disinfectants. These processes are all based upon general chemical laws, and it is only rational to teach the laws and the processes together, especially as the processes are of paramount importance in the economy of society.

## GEOGRAPHY.

Geography comprehends not only the study of the earth as it appears today, but also the study of those agencies which have shaped and are now shaping its surface.

The work in the Junior year deals with Physiography and Physical Geography. Land Sculpture, or the work of erosion, in its many forms is carefully studied. The basis for this study is actual observation, supplemented by text and class-room instruction. Aside from its intrinsic value, this work fixes in the student the habit of original investigation, reasoning and comparison.

The course in the third year is planned with special reference to aiding the students to teach the subject. The great importance of structure, soil and climate in determining the political, commercial and historical prominence of a city or country is dwelt upon. Assyria, Egypt, Palestine, Greece, Italy, and other countries which, on account of their environments, were peculiarly fitted to act as the

guardians of infant civilizations, receive particular attention. No study can be pursued as an independent branch apart from all others, and the close relation between Geography and other subjects is from time to time brought out. The order of the presentation of the subject to the children, and the arrangement of the subject-matter, are discussed in the class.

Sand-molding and chalk-modeling are invaluable aids in the teaching of Geography, and sufficient instruction in this work is given to enable students to represent rapidly and with a considerable degree of accuracy the general surface features of any area.

In order to develop the human side of the subject, the text-book is supplemented by reliable books on travel, articles in the leading magazines and the Consular Reports, and pictures showing cities, the home life of the people, their dress and occupations. Students are encouraged in the collection of pictures and geographic articles for their own use. The Consular Reports, which are issued monthly, are of great value in correcting statements found in the text-books in regard to the leading industries, exports, imports, lines of travel, population, boundaries, etc.

The school is supplied with a large relief-globe, maps and atlases, including many duplicate copies of Longman's Atlas, and many exercises are given in map study.

About 1700 photographs and illustrations from the best periodicals have been mounted, classified and indexed by the Junior class.

The use and misuse of text-books are indicated.

Pupils are taught the value of reference books, and use them constantly.

The library is well supplied with standard geographical reference books, including Stanford's "Compendium" and Reclus's "Earth and Its Inhabitants." The use of such compilations as Knox's "Boy Travelers" is recognized, but much effort is made to induce pupils to read books that record geographical impressions at first hand, and with sufficient imagination and taste to constitute good literature. Geographical articles in the leading periodicals are very fully indexed in the library card catalogue; and often an essay, chapter of history, or some excellent bit of fiction gives the desired local color.

Every effort is made to inculcate a love of study, the power and desire to carry on original investigation, and the realization that the work done in the school-room is but the beginning of the work of the true student.

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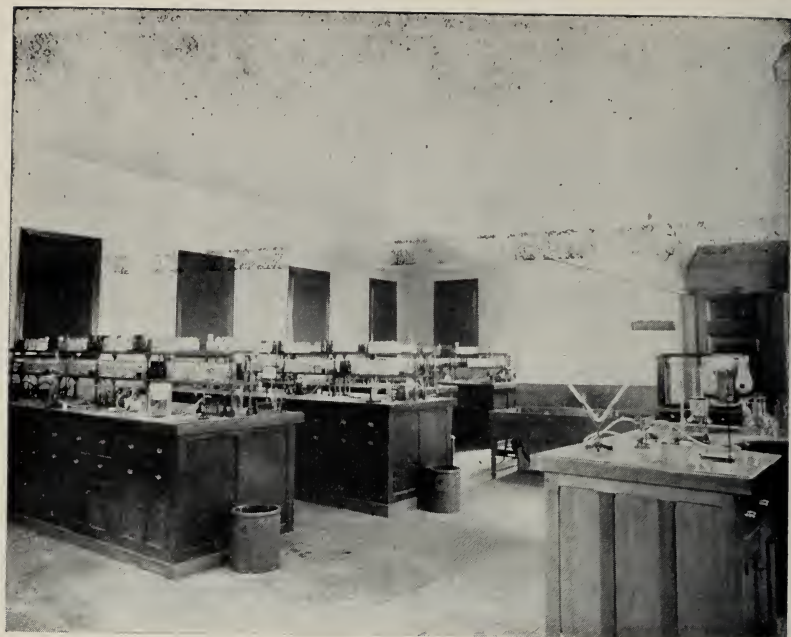
## Mathematics.

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The mathematics in the course of study comprises Arithmetic, Algebra and Geometry. Clearness in demonstration, accuracy in statement, and rapidity in execution receive careful attention as requisites of great importance for the teacher's work. Disciplinary processes belong essentially to the pure mathematics; therefore, the







CHEMICAL LABORATORY



SLOYD ROOM NORMAL DEPARTMENT



HISTORY  
ENGLISH

A GROUP OF CLASS ROOMS

ETHICS  
MATHEMATICS



training in these subjects by systematic and practical work develops analytic strength in the pupil. The relation which these subjects bear to one another is kept constantly in view; the generalizations in algebra aid in the solution of problems in arithmetic, and the principles in geometry are the basis for examples in mensuration.

### ARITHMETIC.

In order to secure a clear, definite knowledge of Arithmetic, the following points are given special attention:

1. Accuracy and rapidity. As the teacher must be rapid in calculation, so also must he be accurate in statement, for "unrelated facts are not knowledge any more than the words of a dictionary are connected thoughts."

2. The production of vivid mental pictures, which shall be fixed by frequent repetition.

3. The development of relation, which is "the way of combining the means to reach the end, the parts to make the whole." The study of mathematics is unceasingly calling forth the faculties of observation and comparison, and affords a boundless scope for the highest efforts of imagination." By developing the representative and comparative powers, we are enabled to cut loose from memory work, and to make the subject a continuous unfolding of thought.

4. The unity of the subject. The principles developed under any topic are preparatory to what follows, and thus the work is a process of building a symmetrical whole.

5. Interpretation. Certain underlying principles are in every example. These are to be studied, and are to find expression in symbolic statement. Independent investigation of original problems enables the student to see relations, and develops power for interpretation.

6. Clearness in demonstration. Dependent upon the preceding principles, which have been established, the student unfolds the relations, step by step, working from the known to the unknown, and then is enabled to formulate the rule. In such work he is to give close attention to the method, to the language used, and to the form in which the solution is presented to the class.

### ALGEBRA.

The work in this subject develops: 1. The ability to see combinations; 2. The power of investigation; 3. Exactness in statement; 4. Generalization for arithmetical methods.

### GEOMETRY.

The use of the text-book is merely auxiliary. The subject involves these points: 1. The process of reasoning; 2. Separating numerical relation from geometrical relation; 3. A clear, definite notion of magnitude; 4. The development of individual power.



## Miscellaneous.

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### OUTLINE OF WORK IN HISTORY.

#### FIRST YEAR, SECOND TERM.—Roman and Mediaeval:

The Romans of the Republic; their character, manners, customs, form of government.  
 The fall of the Republic, and the establishment of the Empire.  
 The growth of the Empire, and the spread of Christianity.  
 The barbarians, and the downfall of the Western Empire.  
 The Saracens; their rise, their conquest, and their final expulsion from Western Europe.  
 The beginnings of Modern Europe.  
 Feudalism and Chivalry.  
 The Crusades, and their effect on civilization.  
 Growth of Democracy.  
 The Revival of Learning and Art.  
 The Reformation.

#### SECOND YEAR, SECOND TERM.—English and Related European:

Britain and its occupation by the Romans.  
 The Saxon conquest, and the introduction of Teutonic language, customs and institutions.  
 The Norman conquest, and its effect on language and government.  
 Magna Charta, and the origin and growth of parliamentary power.  
 The revival of learning, and the Reformation.  
 The reign of Elizabeth.  
 The Puritans and the Colonization of America.  
 The struggle for civil liberty.  
 The Age of Queen Anne.  
 Contest for possession of American territory.  
 Policy toward American colonies.  
 Reforms of the present century.

#### THIRD YEAR, FIRST TERM.—United States History and Government.

The first forms of local government in New England and the South.  
 The growth of free institutions, and the development of the idea of union between the colonies.  
 The struggle for independence.  
 The Confederation, with a careful study of the causes that led to the formation and adoption of the Constitution.  
 The Constitution: The document itself, and the political questions growing out of its interpretation.  
 The Constitutional Period, with a topical study of important subjects, such as: Political and financial affairs; the contest over the extension of slavery; the material development of the country; progress in education, literature and invention; foreign relations, and the questions of the day.

## OUTLINE OF FREEHAND DRAWING COURSE.

## FIRST YEAR.—Primary work:

Form study. Drawing and color.

Development of type solids from familiar objects.

Study of solids: Name, action, surface, edges, corners. Clay-modeling of type forms, and objects based on them.

Principles underlying the three divisions of the subject: Construction, Representation, and Decoration, developed by the use of sticks, tablets, paper for folding, chalk and pencil. Expression by drawing is first given at the blackboard, in the freest, broadest manner, after which paper and pencil are used. Imaginative drawing and illustrations of plant life observed are encouraged from the beginning.

The cultivation of the color sense naturally accompanies the study of form, and is begun by the study of pure color, using the prism, and carried on by the aid of colored tablets and papers in the earliest years.

Order of color lessons: Matching colors; Laying spectrum from memory; Matching color chart; Pairing colors; Study of color relations; Naming spectrum colors; Naming intermediate hues.

Free cutting and pasting of simple decorative designs in colored paper.

## SECOND YEAR.—Grammar grade work:

Object drawing and illustrations of nature study, in pencil, pen and ink, showing light and shade. The purpose here is to connect the drawing more closely with the work of other departments, especially Botany, Zoology and Physics.

Historic ornament will be taken up in connection with English and History, and executed in various mediums, and the study of literature will be aided by graphic expression.

Clay-modeling of fruit, vegetables, plant forms, and ornament in relief, characteristic of the different history styles, will occupy a portion of the time allotted to each year's work.

## THIRD YEAR.—

Essentials of Prang's Complete Course, Books IX and X.

Pen and ink sketching.

Modeling.

## FOURTH YEAR.—Historic ornament in water color.

Sketching from nature. Models and objects, in light and shade, executed in various mediums.

Lectures on history of art and architecture will accompany the course.

## EXPLANATIONS AND OUTLINE OF SLOYD COURSE.

Sloyd is a system of educational woodwork. Such training, to be worthy of general adoption, must fill these conditions:

1. It must be a training of the pupil, not the teaching of a trade.
2. It must be done with available, inexpensive material that affords a strong resistance to the hand.
3. It must be a training that by methodical arrangement and accordance with the best principles of education, makes the teacher who learns it a better teacher.

Teachers and pupils who have had experience in sloyd work agree that it fulfills these conditions. The exercises are so methodically arranged that the work is as difficult in the first model as in the last, because the development of power keeps pace with the work as it progresses.

They are so varied that thinking never gives way to automatic action. Definite purpose is excited by the making of only complete objects. The work is entirely individual, cultivating self-reliance.

"Sloyd and drawing are co-related. They are in fact inseparable, for there is an inner organic connection between these subjects. As no methodical work in material, especially wood, can be done, except after the performance of some outline drawing, the drawing must precede the woodworking, and one of the principal aims is to combine manual instruction organically with drawing instruction. Without this organic connection the Sloyd, as well as any other form of manual training will not affect mind training."

### *The Course.*

#### FIRST YEAR.—40 wks.—2.

- (a) Order of tools, boards, etc., in the room.
- (b) Use, construction and adjustment of tools.
- (c) Drawing of models (plans only), including inventional and descriptive geometry.
- (d) Selection of materials.
- (e) Manipulation of tools in constructing the models.
- (f) Analysis and diagrams of work finished.

#### SECOND YEAR.—20 wks.—3.

- (a) Sharpening of tools.
- (b) Drawing of elevation, end and sectional views.
- (c) Drawing on reduced scale.

#### THIRD YEAR.—40 wks.—2.

- (a) Carving and gouging.
- (b) Drawings made in ink.
- (c) Isometric and orthographic projection.
- (d) Blue printing.
- (e) Review of analysis and inner progression of models.
- (f) Methods and estimates.
- (g) History and Theory of Sloyd.
- (h) Cardboard work.

The following Sloyd Models are made during the course:

1, preparatory; 2, ruler; 3, wedge; 4, keytag; 5, table mat; 6, quarter foil; 7, triangle; 8, pencil sharpener; 9, cutting board; 10, key-rack; 11, pin tray; 12, paper file; 13, bracket; 14, flower stick; 15, pen-holder; 16, flower-pot stand; 17, flower cross; 18, corner bracket; 19, hammer handle; 20, box; 21, hatchet handle; 22, picture frame; 23, key rack; 24, paper knife; 25, mitered frame; 26, towel roller; 27, cake spoon; 28, knife box.

### READING.

In the reading more stress is laid upon the careful training and development of the physical powers that underlie the right use of the voice than upon the aesthetic features of expression. Great at-





GYMNASIUM



TENNIS COURTS





VIEWS IN GYMNASIUM



tention is given to careful drill in voice-placing, correct breathing, clear articulation and flexibility and strength of tone. In connection with this systematic, practical drill, theoretical instruction is given both in the particular principles that govern each topic mentioned and in the general principles of voice hygiene and voice building. The direct bearing of the work is toward the everyday needs of the schoolroom, and toward the thorough preparation of teachers who shall be capable of an intelligent and effective handling of the problems arising out of those needs. Opportunity is given early in the senior course for observation of children's voices, and for investigation of defects and bad habits of speech with a view to discovering their causes and the means of their cure.

#### *Outline Course of Study.*

##### FIRST YEAR.—

Voice placing; enumeration; strengthening of voice; sight reading; correct breathing.

##### SECOND YEAR.—

Principles of vocal expression; sight reading.

##### THIRD YEAR.—

Methods and systems of teaching reading, and instruction in platform reading.

#### MUSIC.

The study of music runs through the entire four years' course, and is on the same basis as the other branches of study in the school.

All students are required to be present at the twenty-minute chorus practice every morning.

In the regular classroom drill much individual work is done.

The purpose of the work in its entirety is to train the student to listen intelligently; to form a mental picture of what he hears; to train the hand to represent what he hears and discovers; to express in good voice that which he discovers; to form the habit of looking for the thought expressed in every musical composition; to develop a taste for good music; to point out a way to impart this knowledge in a simple and easy way to children.

#### *Outline of Course of Training.*

FIRST YEAR.—Voice and ear training.

SECOND YEAR.—Theory of transposition; sight reading in major and minor keys.

THIRD YEAR.—Grammar of music continued; history of music; sight reading.

FOURTH YEAR.—The fundamental principles of education as applied to the teaching of music.

Applicants to the school will be required to pass an examination in singing (ability to sing the scale), and to write the major scales.

#### WORD WORK.

1. Junior B (one hour per week), Work shall consist of writing from memory or dictation brief selections previously assigned, with occasional dictation of words or selections not previously assigned.

The record is to include errors in spelling, punctuation, capitalization, etc. Every fourth lesson shall be an exercise in spelling review; words to be selected from the work of preceding lessons.

2. Junior A (one hour per week) Work of the same character as that of Junior B, except that selections shall gradually grow more difficult.

3. Middle C, Word Analysis; two hours per week.

4. Middle B, Synonyms; two hours per week; ten weeks; Spelling, two hours per week; ten weeks.

Students who are habitually deficient in spelling, as shown by their written work in the various departments of the school, and those who fail to pass the work of Middle B, shall be assigned to special work arranged for them.

### PHYSICAL TRAINING.

The work in Physical Training is recognized as an important branch of the regular school work, and all students are required to take the course.

Three periods each week for the first three years, and two periods a week during the Senior year are given to gymnastics.

Our fine gymnasium and apparatus give us better facilities for systematic training than can be found in most Normal Schools. Several pieces of apparatus of Swedish design have been ordered. Lawn tennis courts are completed, and arrangements for other outdoor sports, upon our own grounds, will be made.

The object of the work is to preserve the health of the students; to train correct habits of muscular action; to develop the body systematically; to acquire a love for the study of the human form; to discriminate between useful, effective exercises and harmful, injudicious ones; and to prepare students to supervise, and to connect the physical with the mental side of the education of their classes.

Physical examinations are made upon entrance to the school, and exercises to suit the conditions are advised.

All students are required to wear gymnastic dress while in the gymnasium. For the ladies, the regulation dress consists of divided skirt, blouse and gymnasium shoes. For those pupils residing at a distance who desire to have their suits made at home, directions for making will be sent on application to the Director of Physical Training. All others must come prepared to purchase them. The expense will be from five to eight dollars, according to the material.

The young men have the gymnasium after school. They should provide knickerbockers, blouse, and gymnasium shoes.

#### *Course of Study and Work in Physical Training.*

FIRST YEAR—Free standing movements and simple apparatus work; marching, games, lectures on personal hygiene.

SECOND YEAR—Free standing movements; advanced apparatus work; fancy steps; figure marching; games; methods of directing squads.

THIRD YEAR—In connection with the practical work in the gymnasium, lectures will be given upon the theory of gymnastics, and



discussion of the principal systems of gymnastics, gymnastic games and field sports.

**FOURTH YEAR.**—During this year the student, besides teaching gymnastics in the Training School without apparatus, has an opportunity to teach Normal students in a well-equipped gymnasium.

#### MORALS AND MANNERS.

We recognize that an education is altogether incomplete which does not fit one to perform the duties of life with a due consideration for the rights of others, or which does not implant in one a desire to contribute as far as possible to the pleasure and comfort of others in all the relations of life.

Especially is this the case with the education of those who are to become teachers of the young. It is therefore eminently proper and, indeed, essential that, in a Normal School, due attention be given to the development of the ethical side of the student's character, that he may be fitted to be, both by precept and example, a suitable guide to the citizen of the future.

One period per week during the fourth year will be devoted to the consideration of the above questions.

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### Aids to Work.

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#### THE LIBRARY.

The library contains over fifty-seven hundred volumes, accurately classified and arranged on low, open shelves, to which the students have free access. The use of the library is further facilitated by a card catalogue containing, besides the title of every book and the name of its author, about three thousand references to magazines and other works whose titles do not indicate their contents. These references are mainly on the subjects of geography, history and literature, and have been prepared by the teachers of those subjects.

While the desirability of supplying good reading for leisure hours has not been overlooked in the choice of books, the main purpose has been to provide the means of pursuing the branches prescribed in the course of study. The subjects most fully represented are: psychology and education, science, travel, history and government, and literature. In addition to the above there are six hundred volumes for supplementary reading; also files of the leading magazines and papers, including the *Atlantic Monthly*, *Harper's Weekly* and *Monthly*, *New England Magazine*, *Overland*, *Scribner*, *St. Nicholas*, *Popular Science Monthly*, *Scientific American*, *Education*, *Educational Review*, *The Seminary*, *Public School Journal*, *Pacific Educational Journal*, *New York School Journal*, *Primary School Journal*, *Journal of Education* and *Kindergarten Magazine*.

Great care has been taken in the selection of books, and the free use made of them by students shows that the collection is well adapted to the purpose for which it is intended. About nine hundred volumes have been added this year.



USE OF LIBRARY.—The library is open from 8 a. m. to 5 p. m. It is also open on Saturdays from 1 to 5 p. m.

Students are entitled to draw books for home use, but no one shall have more than two books at the same time without special permission, nor retain any book more than two weeks without renewal.

Books treating of a subject under consideration in any class of the school may, at the request of the teacher of that subject, be reserved from circulation, or taken to the class room for such time as they are needed.

The growth of the library has not been rapid, the annual addition, averaging only about three hundred volumes, but great care has been taken in the selection of books, and the free use made of them by students shows that the collection is well adapted to the purpose for which it is intended.

USE OF LIBRARY.—The library is open from 8 a.m. to 5 p.m. on all school days except Friday, when it is closed at 4 p.m. It is also open on Saturdays from 1 to 5 p.m.

Students are entitled to draw books for home use, but no one must have more than two books at the same time without special permission, nor retain any book more than two weeks without renewal.

Books may be taken on Mondays and Wednesdays from 2:45 to 5 p.m., and on Fridays from 2:45 to 4 p.m. No requests should be made at other times, except for books needed temporarily for a special purpose.

Books treating of a subject under consideration in any class of the school are taken to the class-room and can be drawn only by permission of the teacher of that subject.

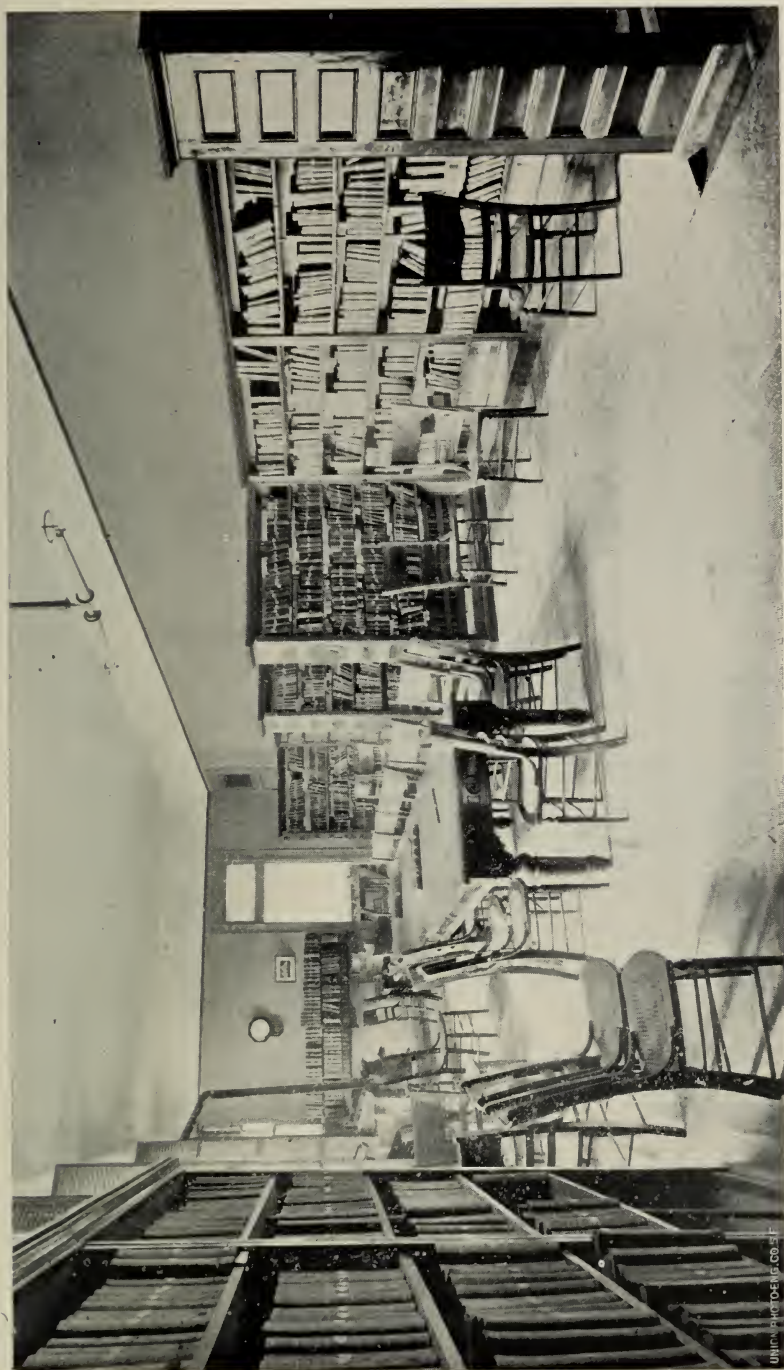
#### LECTURE COURSE.

Our commodious assembly hall has been utilized for lectures and entertainments during the past year, that have not only elevated the literary character of the school, but have at the same time provided relaxation for the students when time could be spared from work. The school has a mission in this field as well as in that of requiring close application to study.

Experience has shown that such a course of lectures can be arranged at very small expense to the students, certainly at less than half the cost of the same course not under the auspices of the school. Students are requested to come prepared to spend a small sum, not exceeding two dollars for the year, toward supporting this very effective means of intellectual culture. Either single or course tickets will be sold at reasonable rates to those who are not members of the school, and it is hoped that all students and friends of the school will take an active interest in our lecture course.

#### CHRISTIAN ASSOCIATIONS.

The College Young Men's and Young Women's Christian Associations are each represented by a flourishing society. The associations have an important place to fill in promoting Christian fellowship and character among the members.



LIBRARY



The young ladies conduct a class in systematic Bible study on Sunday afternoon and hold a devotional meeting every Friday at 3 p.m. in room D. At the same hour on Fridays the young men meet in room B, their meetings alternating between Bible study and devotional services. On the last Friday of each month the regular meetings give way to a joint meeting of both associations. A daily noon hour prayer-meeting is also conducted under the joint auspices of the societies.

Special attention is called to the 'Students' Hand Book,' published yearly by the Christian Associations of the school. The hand book is a pocket compendium of useful information regarding common school matters of interest and value to new students upon entering. Among other things the hand book for 1898-9 will contain a directory giving the location of public buildings and offices of importance, a city church directory, a short account of all student organizations in the school, a blank schedule of recitations and ample space for memoranda. A copy of the Students' Hand Book will be mailed free of charge to any person writing for it to the Secretary of the association.

#### THE SCHOOL JOURNAL.

Our Normal School supports a monthly school journal, issued by the students, in the interest of students and teachers and the cause of education in general.

The Normal Exponent, as this journal is called, originated in the Webster Club, the young men's literary society, in January, 1894. It began as a sixteen-page magazine, was enlarged to twenty pages and again enlarged to its present size of forty-eight pages. Notwithstanding the extra expense incurred by this larger issue, the increased number of subscribers enabled the managers to reduce the annual subscription price from \$1 to 50 cents.

The present Exponent staff consists of twelve students, elected for a term of five school months, whose duties are so clearly defined and among whom the labor in managing the journal is so well divided that an excellent magazine is assured without overwork on the part of the editors.

The journal is now divided into ten departments, the names of which suggest the nature of the matter contained in them. These departments are the Literary, Professional, Editorial, Science, Music, Athletics, Christian Associations, News, Alumni and Exchange.

Each department is presided over by an editor.

At the business meeting of the L. A. S. N. S. Alumni Association, held June 15, 1895, the Normal Exponent was adopted as the official organ of the association. At this meeting it was voted that in future the Secretary of the Alumni Association shall be ex-officio editor of the Alumni Department.

The school journal makes its influence widely felt among the students, graduates and teachers. It gives to the students an extra stimulus to develop their literary talents, not only from the high standard necessarily set for their work to entitle it to publication, but also by the spirit of healthful rivalry stimulated by the work of



other students found in our exchanges. It creates a school spirit and a school pride. It gives the managers valuable lessons in business in their dealings with printers, advertisers and contributors. It gives to the graduates and teachers the news of the educational proceedings of our own city and State, and the advantages of important observations made in our Training School. More than this, it spreads the educational influence of our school by publishing the changes that in the present stage of inquiry into theories of teaching, must be made in any progressive Normal School. In order that its readers may receive the best thought on any subject, articles are solicited not only from our own Faculty, but also from other prominent educators in the country.

#### THE WEBSTER CLUB.

The Webster Club is a literary society, exclusively for the male members of this institution. Its chief purpose, as might be supposed by the name, is to give its members practice in public speaking, and also to give them a knowledge of parliamentary law, Roberts' Rules of Order being the guide.

The meetings are held every alternate Friday evening in one of the rooms of the Normal building. At each of these meetings, besides the usual business of the evening, a program is rendered consisting of debates, recitations, songs, extemporaneous talks, parliamentary practice, etc.

The officers are chosen quarterly, from the members of the society, no member being eligible to the same office twice in succession.

It is a recognized fact among the Webster Club members that by their association with this organization they have received invaluable practice in overcoming the embarrassment so often occasioned by having to appear before an audience.

#### THE DELTA SIGMA.

For more than a year the Delta Sigma, another literary and parliamentary society exclusively for male students, has been holding regular meetings. The membership is limited in numbers. Members come on the program in regular rotation. It holds no elections, every member holding office in succession in alphabetical order. It meets every week and has not missed a meeting during this past year.

#### THE UTOPIA.

The Utopia is a literary society for young ladies and gentlemen, the number of members being fifty. The society was organized in November, 1896, and at once joined the Pacific Lyceum League. The fifty members entitle the Utopia to nine delegates at the semi-annual conventions.

The aim of the Utopia is the improvement of its members in literary work, parliamentary knowledge and public speaking. As it is the one society of the school to which young ladies are admitted, it is of much value to the greater portion of our students.

The meetings are held every second Friday, alternating with the Webster Club. Debates, songs, music, parliamentary practice and the necessary business fill the meetings. By contesting with outside societies in its various lines of work the Utopia has become known



to other lyceums, and is in good standing as a progressive society.

Officers are chosen quarterly, two young ladies and one young gentleman having been presidents. The term of the present officers lasts until September, 1898.

#### THE NORMAL SCHOOL GLEE CLUB.

The Normal School Glee Club is an organization which was instituted for the purpose of encouraging a growing musical interest, and for advancing the artistic side of music within the school.

#### NORMAL SCHOOL ORCHESTRA.

An orchestra of ten pieces has been organized and is at present under the leadership of Mr. William Mead. It is hoped that through this students will feel encouraged to study some musical instrument, and that in time we may have a larger organization.

#### THE ATHLETIC ASSOCIATION.

There is in connection with the gymnastic work an athletic association composed of the young men of the school, organized for the purpose of increasing the interest in both indoor and field sports.

The officers are a president, secretary, treasurer, manager, and captain of the team.

A track team is taken from among the most promising athletes and trained by the captain. After the preliminary trials those showing the best form and the greatest ability are sent to compete with athletes of the several high schools and colleges in this vicinity.

These interscholastic field days are looked forward to with much anticipation and anxiety, and there is no more potent factor among the students for arousing a unified school pride in and feeling of loyalty for the school.



## List of Students.

### FOURTH YEAR—SENIOR CLASS.

Aisenpreis, Eda.....	Los Angeles	Green, Frances.....	Los Angeles
Alderson, Edith.....	Los Angeles	Griswold, Estella.....	Poway
Annis, Sarah.....	Los Angeles	Halberstadt, Leonora.....	Los Angeles
Ayer, Lillian.....	Fresno	Hall, Kate.....	Los Angeles
Babcock, Ernest....	Los Angeles	Hall, Maria.....	San Diego
Barnett, Alma.....	Los Angeles	Hamilton, Myrtle....	Pasadena
Bates, Alice.....	Placentia	Hamlin, Elizabeth....	Pomona
Beam, Mae.....	San Bernardino	Harris, Lila.....	Los Angeles
Bedford, Lola.....	Los Angeles	Hawley, Agnes.....	Los Angeles
Bland, Adelina.....	La Mirada	Hilliard, Justine....	Glendora
Bland, Harriet.....	La Mirada	Hinman, Gertrude....	Los Angeles
Bletso, Leah.....	Los Angeles	Holcomb, Grace.....	Los Angeles
Bont, Josephine....	Los Angeles	Hunt, Barta.....	Los Angeles
Bostwick, Isabel....	Los Angeles	Jemison, Nellie.....	Los Angeles
Bowman, Harold.....	Ramona	Johnson, Edith....	Santa Barbara
Boyd, Katie.....	Riverside	Jones, Alice.....	Los Angeles
Boyd, Jennie.....	Riverside	Kerns, Fannie.....	Downey
Bright, Grace....	San Bernardino	Lemon, Nellie.....	Banning
Brooks, Ethel.....	Los Angeles	Lenton, Lavinia.....	Piru City
Bullis, Reina.....	Los Angeles	Lewis, Mary.....	Los Angeles
Caldwell, Geneva...	Santa Barbara	Lietzau, Emily.....	Los Angeles
Canniff, Edith....	San Bernardino	Loring, Grace.....	Los Angeles
Casner, Frances.....	Riverside	Lovell, Olivia.....	Los Angeles
Clark, Carrie....	Santa Barbara	Lynn, Leslie.....	Los Angeles
Clarke, Grace.....	Downey	Macomber, Clara.....	Tustin
Chaffee, Fannie....	Garden Grove	McCarthy, Elizabeth..	Garvanza
Chase, Eva.....	Los Angeles	McEachin, Mamie...	Los Angeles
Clayton, Elizabeth...	Downey	McKenzie, Dolina...	Los Angeles
Clogston, Belle.....	Riverside	Meyer, Charles.....	San Diego
Collins, Alena.....	Los Angeles	Mitchell, Richard..	Garden Grove
Cook, Ada.....	Santa Barbara	Morgan, Emma....	San Bernardino
Davis, Abel.....	San Diego	Mosseman, Adele....	Anaheim
Davis, Mattie.....	Messina	Myers, Katherine....	Los Angeles
DeBerry, Josephine..	Colton	Nauerth, Winnie....	Los Angeles
Dickison, Clarence..	Los Angeles	Norris, Mary.....	Redlands
Diffenbacher, Lulu..	Los Angeles	Northcross, Ruth....	Tustin
Dwire, Carrie.....	Los Angeles	Orr, Clara.....	Los Angeles
Dwire, Julia.....	Los Angeles	Owen, Martha.....	Albuquerque
Elliott, Elsie.....	Los Angeles	Pankey, Dora.....	Santa Ana
Endicott, Marietta..	Vernondale	Pettis, Maud.....	Goleta
Enos, Dotha.....	Los Angeles	Pfeninger, Leila....	Fullerton
Enos, Esther.....	Los Angeles	Rees, Minnie.....	Los Angeles
Fanning, Burton.....	Norwalk	Robinson, Ethel....	Los Angeles
Ford, Ada.....	Los Angeles	Schmeiding, Pauline ..	Los Angeles
Fortson, Florence...	Los Angeles	Seymour, Annie.....	Monrovia
Fowler, Mabel.....	Redlands	Shoup, Faith.....	San Bernardino
Frazier, Elizabeth...	Los Angeles	Smith, Maud.....	Los Angeles
Frink, Agnes.....	Los Angeles	Stahmer, Ella.....	Los Angeles
Gastrich, J. Wm....	Los Angeles	Stewart, Jessie....	Highland Park
Glines, Etta.....	Santa Ana	Stringfield, Bertha..	Los Angeles
Goodrich, J. G.....	Los Angeles	.....	Santa Barbara
Gough, Mattie.....	Los Angeles	Tate, Lillian.....	Los Angeles
Graham, Daisy.....	Downey		
Graham, Pearl.....	Downey		

Terry, Lillie.....	Colton	White, Mildred....	Los Angeles
Van Dompelaar, Theresa.....		White, Florence.....	Burbank
.....	Los Angeles	Wilber, Edith.....	San Jose
Wallop, Addie.....	Anaheim	Wilkinson, Jessie.....	Rialto
Warren, Lillie.....	Los Angeles	Williams, Belle.....	Pasadena
Warren, William.....	Glendale	Willis, Bessie.....	Los Angeles
Webster, Lillian.....	Redlands	Wood, Minnie.....	Los Angeles
Weise, Charles.....	Norwalk	Wood, Orville.....	Compton
Wheeler, Amy.....	Los Angeles	Wright, May.....	Los Angeles
White, Carrie.....	Los Angeles	Wright, Ella.....	Vernondale
Total, 124.....			

Abbott, Arthur . . . . . Compton  
Adams, Mabel . . . . . Pomona  
Allen, Mary . . . . . Tropic  
Amick, Myrtle . . . . . Oceanside  
Andrews, Mina . . . . . Downey  
Austin, Juanita . . . . . Los Angeles  
Bailey, Letha . . . . . Los Angeles  
Baker, Bertha . . . . . Santa Ana  
Baker, Julia . . . . . Los Angeles  
Ball, Kate . . . . . San Bernardino  
Barnes, Adda . . . . . Los Angeles  
Barnes, Mabel . . . . . Los Angeles  
Barron, Flora . . . . . Los Angeles  
Barron, Pearl . . . . . Compton  
Bean, Jane . . . . . Alhambra  
Beatty, Anna . . . . . Los Angeles  
Beckley, Charlotte . . . . . Los Angeles  
Beckley, Stella . . . . . Los Angeles  
Blakeslee, Maude . . . . . Florence  
Blind, Linnean . . . . . Los Angeles  
Blick, Kate . . . . . Pasadena  
Blum, Edith . . . . . Escondido  
Boehncke, George . . . . . Cahuenga  
Boden, George . . . . . Tehachapi  
Borthwick, Isabel . . . . . Ontario  
Bohan, Martha . . . . . Los Angeles  
Bowen, Cornelia . . . . . Pomona  
Breen, Nellie . . . . . Los Angeles  
Brown, Corris . . . . . Daices  
Brunson, May . . . . . Downey  
Bryant, Louis . . . . . Centralia, Ill.  
Bosbyshell, Mae . . . . . Los Angeles  
Burke, Agnes . . . . . Rivera  
Burnett, Grace . . . . . Los Angeles  
Campbell, Frank . . . . . Santa Ana  
Cannon, Ella . . . . . Pomona  
Carpenter, Claribel . . . . . Santa Ana  
Carpenter, Grace . . . . . Pomona  
Casey, Lorena . . . . . Pomona  
Clark, Victoria . . . . . Los Angeles  
Claypool, Mildred . . . . . Santa Rosa  
Clevenger, Hinda . . . . . Los Angeles  
Christensen, Clara . . . . . Garden Grove  
Coe, Franc . . . . . Porterville  
Collins, Laura . . . . . Burbank  
Collins, Theresa . . . . . Fresno  
Collins, Agatha . . . . . Fresno  
Colton, Lydia . . . . . Bakersfield  
Cooper, Reba . . . . . Los Angeles  
Cooper, Ruth . . . . . Los Angeles  
Cockrell, Pearl . . . . . Santa Rosa  
Cullen, Etta . . . . . Glendora  
Cunningham, Ida . . . . . Los Angeles  
Culver, Harriet . . . . . Riverside  
Curtis, Gertrude . . . . . Puente  
Darling, Stella . . . . . Pasadena  
Dexter, Mercy . . . . . Los Angeles  
Dick, Ona . . . . . Los Angeles  
Dickinson, Lucia . . . . . San Diego  
Dickson, Etta . . . . . San Diego  
Dietrich, Edward . . . . . Los Angeles  
Dwire, Belle . . . . . Los Angeles  
Embody, Thraso . . . . . Los Angeles  
Fanning, Mamie . . . . . Los Angeles  
Fellows, William . . . . . Los Angeles  
Field, Grace . . . . . Glendale  
Fish, Hester . . . . . Los Angeles  
Fleischner, Ethel . . . . . Pasadena  
Fraser, Jessie . . . . . Los Angeles  
Glines, Belle . . . . . Santa Ana  
Goetz, John . . . . . Los Angeles  
Good, Sidney . . . . . Garvanza  
Gray, Pearl . . . . . Orange  
Grebe, Laura . . . . . Los Angeles  
Green, Jennie . . . . . Los Angeles  
Griffith, Mabel . . . . . Monrovia  
Gunning, Alma . . . . . Los Angeles  
Haas, Mamie . . . . . Los Angeles  
Hanby, Alice . . . . . Los Angeles  
Hattery, Bessie . . . . . San Bernardino  
Hendricks, Dollie . . . . . Los Angeles  
Higley, Alice . . . . . Pasadena  
Hogan, Laura . . . . . Los Angeles  
Hoff, Clara . . . . . Hyde Park  
Holmes, Julia . . . . . Los Angeles  
Houser, Lela . . . . . Los Angeles  
Huff, William . . . . . Garden Grove  
Hugunin, May . . . . . Los Angeles  
Hunter, Keysey . . . . . San Diego  
Jones, Zella . . . . . Los Angeles  
Keir May . . . . . San Bernardino  
Keller, Leonora . . . . . Los Angeles

Keyes, Charlotte.....	San Diego	Powell, Katherine.	Los Angeles
Kingery, Frances....	Los Angeles	Ramboz, Ina.....	Los Angeles
Kline, Odessa.....	Los Angeles	Redmond, Mamie....	Los Angeles
Knight, Emma.....	Azusa	Rehbock, Elsie.....	Los Angeles
Lambert, Mabel.....	Pasadena	Rich, Florence.....	Glendale
Langman, Nellie.....	Goleta	Richardson, Grace..	Los Angeles
Laughlin, Stewart ...	Inglewood	Riddell, Ione.....	Los Angeles
Lawrence, Elmer.....	Downey	Rehart, Minnie.....	Piru City
Laws, Junius.....	Los Angeles	Rodgers, R. J.....	Moneta
Laws, Ovid.....	Los Angeles	Sanford, Mamie....	Garden Grove
Lepley, Minnie.....	Alhambra	Savage, Margaret ..	San Pedro
Lisk, Susie.....	Pasadena	Scribner, Mary.....	San Pedro
Lopez, Lupe.....	Pasadena	Shaffer, Nannie.....	Pasadena
Lopez, Ramon.....	Pasadena	Sheaff, Jennie.....	Pasadena
Lovejoy, Lena.....	Los Angeles	Simons, Beatrice...	Kern County
Maxfield, Clara.....	Jamul	Smith, Charles.....	Bakersfield
Maxson, Edgar.....	Rivera	Smith, Maggie.....	Santa Ana
McCarthy, Emma....	Garvanza	Smith, Winnie.....	Nordhoff
McKenzie, Anna....	Los Angeles	Stafford, Helen.....	Los Angeles
Meacham, Kate.....	Los Angeles	Stancer, Josie....	San Bernardino
Mead, Margaret.....	.....	Stebbins, Mae.....	Los Angeles
.....	St. Paul, Minnesota	Stone, Mabel.....	Los Angeles
Miller, Henry.....	Los Angeles	Stratton, Edith.....	Arizona
Mills, Sadie.....	Los Angeles	Stuart, Grace.....	Los Angeles
Mitchell, Mary.....	Pasadena	Stuhlmann, Carrie..	Los Angeles
Moon, Edith.....	Riverside	Swain, Grace.....	Whittier
Morrow, Lorena....	Los Angeles	Teale, Charlotte....	Los Angeles
Motsinger, Kate....	Cucamonga	Thompson, Jessie..	Los Angeles
Murphy, Alice.....	Compton	Thompson, Nellie....	Tropico
Neel, Melvin.....	Castaic	Thorpe, Charles....	Los Angeles
Neely, Robert.....	Monrovia	Tritt, Jessie.....	Los Angeles
Nemetz, Pauline....	Anaheim	Turner, Bessie.....	Los Angeles
Netz, Joseph.....	Los Angeles	Turner, Leslie.....	Los Angeles
Neuhart, Justine....	Los Angeles	Tyler, Elsie.....	Whittier
Noble, Mary.....	Ontario	Van Patten, Grace....	Kansas
Olson, Josephine....	Alhambra	Vincent, Elizabeth..	Los Angeles
Olson, Ida.....	Alhambra	Wade, Mary.....	Los Angeles
Papina, Josephine...	Placerville	Waite, Margaret....	Los Angeles
Parcell, Zulema....	Los Angeles	Walters, Lydia.....	Los Angeles
Pav, Bertha....	Cleveland, Ohio	Ware, Agnes.....	Garden Grove
Payne, Ella.....	Los Angeles	Weatherholt, Idell..	Los Angeles
Peck, Norma.....	Los Angeles	Webb, Emily.....	Los Angeles
Peckham, Edith....	Los Angeles	Widney, Marie.....	Los Angeles
Perry, Zanita.....	Los Angeles	Williams, Matie....	Los Angeles
Pfaffenberger, Selma.....	.....	Withers, Catherine..	Los Angeles
.....	Los Angeles	Woods, Mattie.....	Los Angeles
Plummer, Connie....	Los Angeles	Woodson, Meta. ...	San Diego
Porter, Annette....	Los Angeles	Young, Lottie.....	Los Angeles
Porter, Carrie.....	Fullerton	Young, Maude.....	Westminster
Post, Bessie.....	Los Angeles		
Total, 189.			

## SECOND YEAR.

Abbott, Emilita.....	Rivera	Atchason, Olive....	Los Angeles
Adams, Rollah.....	Los Angeles	Austermell, Bessie..	Los Angeles
Alexander, Eva.....	Los Angeles	Baker, C. W.....	Pasadena
Allen, Blanche.....	Los Angeles	Baker, Josephine...	Los Angeles
Arons, Nellie.....	Los Angeles	Banks, Belle.....	Downey
Ashdown, Anna....	Los Angeles	Barron, Clara.....	Los Angeles



Bigham, Emma.....	Los Angeles
Brainard, Maude....	Los Angeles
Brauer, Thusnelda...	Pasadena
Brown, Florence.....	Daicas
Brown, Maud.....	Los Angeles
Brubaker, Charles.....	Illinois
Butler, Jessie.....	Downey
Burke, Edith.....	Toluca
Carlyle, Lutie.....	Westminster
Christensen, Serena .....	Garden Grove
Clarke, Emily.....	Los Angeles
Cole, Anna.....	Los Angeles
Cooper, Mary.....	Pasadena
Cooke, Annie.....	Los Angeles
Cottle, Lura.....	Shermanton
Curran, Pauline....	Los Angeles
Davenport, Edna....	Los Angeles
Davis, Maude.....	Los Angeles
Day, Jessie.....	De Luz
Doss, Grace.....	Los Angeles
Fanning, William.....	Norwalk
Fay, Loia.....	Los Angeles
Frackelton, Lena....	Los Angeles
Frink, Lillian.....	Los Angeles
Galpin, Alfred.....	Los Angeles
Gill, Grace.....	San Bernardino
Glick, Margaret.....	Pasadena
Gooch, Esther.....	Rivera
Goodhart, Kate.....	San Jacinto
Goodrich, Sue.....	Clearwater
Graham, Mabel.....	Los Angeles
Graves, Ethel.....	Pasadena
Hackenson, Hilma....	San Pedro
Harrington, Marion.	Los Angeles
Hazen, Mabel.....	.....
.....	Kansas City, Missouri
Hendershott, Frances.....	.....
.....	Los Angeles
Hendricks, Edith....	Los Angeles
Hoffman, Eleanor....	Los Angeles
Holmes, Dorothy....	Carpenteria
Holmes, Olive.....	Reedley
Jones, Adelaide.....	Los Angeles
Kerns, Page.....	Downey
Kingsley, Helen....	Los Angeles
Kirkpatrick, Eunice..	Downey
Lane, Robert.....	Los Angeles
Latham, Julia.....	Los Angeles
Lindsey, Lawrence....	Los Angeles
Little, Maude.....	Prospect Park
Logsdon, Belle.....	San Jacinto
Louis, Helen.....	Los Angeles
Total, 110.	
Luttge, June.....	Burbank
Lynn, Frank.....	Los Angeles
Mackay, Olive.....	Los Angeles
Madison, Anna.....	Los Angeles
Martin, Mary.....	San Diego
McCormack, Blanch .....	.....
.....	Los Angeles
McAdam, Isabel.....	Pasadena
McDonald, Frances..	Los Angeles
Merrill, Frank.....	Florence
Moody, Mabel....	Garden Grove
Mutersbaugh, Emma.....	.....
.....	Los Angeles
Neidig, Mary.....	Los Angeles
Northcross, Sallie.....	Tustin
Norton, Cecilia.....	Los Angeles
Noyes, Mabel.....	Los Angeles
Olson, Henry.....	Alhambra
Pardee, Blanch.....	Newhall
Patterson, Mabel.....	Glendale
Peters, Millie .....	Los Angeles
Pfaffenberger, Carrie .....	.....
.....	Los Angeles
Pfahler, Eda.....	Capistrano
Phillips, Lulu.....	Cambria
Randall, Nellie.....	Downey
Raymer, Edna.....	Los Angeles
Redmond, Ella.....	Los Angeles
Reed, Bessie.....	Perris
Reinhard, James.	Prospect Park
Rolfe, Banna.....	Los Angeles
Rosenthal, Helen....	Coldwater
Ruddy, Mabel.....	Los Angeles
Sams, Mary.....	Vernondale
Saxton, Ella.....	.....
.....	Bloomington, Michigan
Schubert, Anna.....	Los Angeles
Shorten, Laurie.....	Utah
Smith, Jacintha....	Savannah
Spencer, Julia.....	Manzana
Stone, Lela.....	Mesa Grande
Sylva, Isabel....	Wilmington
Travis, Isabel.....	Los Angeles
Traconiz, Carmelita.	Los Angeles
Van Sciever, Robert.	Los Angeles
White, Gertrude....	Los Angeles
White, William.....	Rivera
Whittaker, Forest..	Los Angeles
Widney, Marie.....	Los Angeles
Wilson, Margaret..	La Crescenta
Wood, Maud.....	Los Angeles
Zuber, Augusta....	Los Angeles

## FIRST YEAR—JUNIOR CLASS.

Ausmus, Maida.....	Los Angeles
Bacon, Lillian.....	Pasadena
Ball, Cora.....	Woodville
Barnes, Daza.....	Escondido
Barnett, Della.....	Gardena
Beaty, Alma.....	Hollywood



Benson, Nellie.....	Yolo County	Harrington, Maggie.....	
Bigham, Leonard.....	Woodville	.....	Virginia City, Nevada
Blakeslee, Ida.....	Florence	Henderson, Jessie.....	Kelyseyville
Bodkin, Agnes.....	San Gabriel	Hoilman, Lura.....	Tucson, Arizona
Boehncke, Frieda.....	Cahuenga	Hopkins, Margaret.....	Los Angeles
Borthick, Edna.....	Tropico	Huff, Effie.....	Garden Grove
Borthick, Nora.....	Tropico	Huff, Eymmer.....	Garden Grove
Bowen, Stella.....	Pasadena	Hull, Ida.....	Los Angeles
Bradley, Grace.....	Ontario	Inglis, Glennie.....	Florence
Brooks, Rolyet.....	Woodville	Jacobs, Maud.....	Foster
Burnett, May.....	Los Angeles	Johnson, Mabel.....	Los Angeles
Bushnell, Helen.....	Los Angeles	Johnson, Zula.....	San Diego
Butler, Brunson.....	Downey	Jones, Ora.....	Los Angeles
Cairns, Edith.....	Tulare	Jordan, Mabel.....	Los Angeles
Caldwell, Mattie.....	Los Angeles	Kaneen, Pattie.....	San Francisco
Chappelow, Amy.....	Duarte	Keach, Minta.....	Los Angeles
Clark, Mamie.....	Valley Center	Kennedy, Della.....	Orange
Clarke, Lucy.....	Los Angeles	Laughlin, Grace.....	Inglewood
Clement, Effie.....	Santa Ana	Lea, Ermol.....	Los Angeles
Collins, Lulu.....	Colegrove	Lee, Maude.....	Los Angeles
Collins, Mary.....	Los Angeles	Lewis, Lizzie.....	Clearwater
Conrad, Roy.....	Springville	Lillie, Ruby.....	Hueneme
Coulter, Della.....	Niles	Lindenfield, Carrie.....	Los Angeles
Cox, Mildred.....	Colegrove	Lingfelter, Bessie.....	Los Angeles
Coy, Lottie.....	Los Angeles	Lipe, Mary.....	University
Crowl, William.....	Chino	Maxfield, George.....	Jamul
Daniels, Annie.....	Pasadena	McAfee, Maud.....	Los Angeles
Davies, Grace.....	Pasadena	McClintock, Estelle.....	Los Angeles
Dodge, Laura.....	Los Angeles	McConnell, Harry.....	Ventura
Duckworth, Guy.....	Garden Grove	McMordie, Lula.....	Moneta
Durham, Willena.....	Fresno	Mead, Josephine.....	Los Angeles
Edmiston, Jessie.....	Los Angeles	Merriman, Nina.....	Los Angeles
Elmendorf, May.....	Los Angeles	Miller, Mrs. C. A.....	Myrtle
Emery, Lottie.....	Los Angeles	Miller, Theresa.....	Colegrove
Enright, Ellen.....	La Cienega	Morgan, Edith.....	Los Angeles
Evans, Ava.....	Anaheim	Murphy, Grace.....	Prospect Park
Ferguson, Meta.....	Los Angeles	Noble, Amy.....	Ontario
Ferry, Frank.....	Prospect Park	Ogborn, Eva.....	Los Angeles
Finch, Laura.....	Los Angeles	Olsen, Clara.....	Los Angeles
Fishburn, Rose.....	San Diego	Pates, Clarence.....	Prospect Park
Fitzhugh, Anna.....	Los Angeles	Pendleton, Ella.....	Downey
Flickinger, Alice.....	Garden Grove	Phelan, Annie.....	Whittier
Ford, Anna.....	Los Angeles	Powell, Etta.....	Los Angeles
Forst, Antoinette.....	Savannah	Quinn, Edith.....	El Monte
Foxen, Inez.....	Los Alamitos	Rankin, Katherine.....	Hollywood
Freeman, Ethel.....	Los Angeles	Rawson, James.....	Winchester
French, Nora.....	La Canada	Redmond, Alice.....	Parkfield
Fultz, Alice.....	Oceanside	Redmond, Ora.....	Parkfield
Goodhue, Elsie.....	Los Angeles	Ruston, Anna.....	Los Angeles
Graham, Frances.....	San Francisco	Savage, Ada.....	Los Angeles
Greene, Grace.....	Los Angeles	Scott, Bertha.....	Los Angeles
Greenwade, Goldie.....	Los Angeles	Shull, Della.....	Los Angeles
Gregory, Lizzie.....	Los Angeles	Smith, Mabel.....	Los Angeles
Groce, Edith.....	San Jacinto	Sonneman, Mamie.....	Los Angeles
Gunning, Mabel.....	Los Angeles	Steinart, Effie.....	Downey
Hagans, Clara.....	Springville	Stephens, Madge.....	Hollywood
Haines, Alice.....	Escondido	Stewart, Mark.....	Susanville
Harlan, Browning.....		Streeter, Genevieve.....	Los Angeles
.....	Trenton, Tennessee	Taylor, Edgar.....	Rivera

Thomas, Lucy.....	Los Angeles	Westcott, Iva.....	Tustin
Tomlin, Jeannette.....	Pomona	Whetsell, Agnes..	Prospect Park
Tullis, Eva.....	Shermanton	Whittington, Florence.	Monrovia
Ulen, Hattie.....	Los Angeles	White, Orvy. ....	Fillmore
Underwood, Evalyn...	Garvanza	Withers, Louis....	Los Angeles
Vail, Bearta.....	Los Angeles	Wolfe, Bernice.....	University
Wagenbach, Beatrice.....		Wonner, Faith.....	Pasadena
.....	Los Angeles	Woodson, Lolita.....	San Diego
Washburn, Ella....	Los Angeles	Yates, Anna.....	Los Angeles
Weber, Gersa.....	Buena Park	Young, George.....	Los Angeles
Total, 141.			

## KINDERGARTEN DEPARTMENT—SENIOR YEAR.

Brush, Edith.....	Pasadena	Reed, Fannie....	Santa Barbara
Dawe, Ida.....	San Bernardino	Reese, Mae.....	Santa Barbara
Dann, Emma.....	Los Angeles	Robinson, Augusta.....	
Furrey, Edith.....	Los Angeles	.....	British Columbia
Gibson, Elizabeth....	Los Angeles	Stansbury, Minnie..	Los Angeles
Kellogg, Annie.....	Berkeley	Talmadge, Mary....	Los Angeles
Knight, Agnes.....	Los Angeles	Underwood, Nettie...	Pasadena
Lipe, Clara.....	Los Angeles	Vischer, Henrietta....	Pasadena
Livingston, Mae....	Los Angeles	Walker, Jennie.....	Pasadena
Millar, Bess.....	Los Angeles	Ward, Agnes.....	Los Angeles

## JUNIOR YEAR.

Bailey, Florence....	Los Angeles	Plimpton, Helen.....	Perris
Bourne, Jennie....	Los Angeles	Smith, Clara.....	Los Angeles
Dickey, Ethel.....	Pasadena	Stanton, Carrie. .	Los Angeles
Dodge, Nellie.....	Los Angeles	Stoddart, Bessie....	Los Angeles
Ferguson, Hattie....	Los Angeles	Stoddart, Evalyn...	Los Angeles
Hawver, Hattie....	Los Angeles	Whitcomb, Elizabeth..	Glendora
Hitt, Barbara. .	Los Angeles	White, Grace. .	Los Angeles
Leland, Gertrude.	Santa Barbara	Whitlock, Maud....	Los Angeles
Martin, Maybelle...	Los Angeles	Wood, Minnie.....	Pasadena
Maynard, Elizabeth.....			
.....	Rockville, Connecticut		
Total in Senior Year.....			19
Total in Junior Year.....			19

Total in Kindergarten Department..... 38

## VISITING STUDENTS.

Alcock, Nellie M.....	Piru City	Kuehl, M. Fredereka.....	
Berkey, Ethel I....	Los Angeles	.....	Los Angeles
Compton, Mrs. Henrietta.....		Masters, Addie....	Los Angeles
.....	Los Angeles	Mohan, Mary C....	Los Angeles
Dutcher, B. W..	Peck, Michigan	Pratt, Clementina..	Los Angeles
Hammer, Jeannette.	Los Angeles	Prentiss, Sarah ...	Los Angeles
Hannaman, Inez....	Los Angeles	Root, Maud.....	Los Angeles
Knapp, Alma.....	Los Angeles	Watkins, Antoinette.....	
		.....	Los Angeles
Total visiting students .....			14
Total in Kindergarten Department.....			38
Total Normal proper.....			564

Total ..... 616

Number of students in 4th year .....	124
Number of students in 3rd year .....	189
Number of students in 2nd year .....	110
Number of students in 1st year .....	141
Number of irregular students .....	14

## KINDERGARTEN DEPARTMENT.

Number of students in Senior Class .....	19
Number of students in Junior Class .....	19

Total number of students in Normal and Kindergarten Departments .....	616
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## MODEL AND TRAINING SCHOOL.

Number of pupils in Eighth grade .....	18
Number of pupils in Seventh grade .....	22
Number of pupils in Sixth grade .....	21
Number of pupils in Fifth grade .....	25
Number of pupils in Fourth grade .....	20
Number of pupils in Third grade .....	24
Number of pupils in Second grade .....	43
Number of pupils in First grade .....	49
Number of pupils in Kindergarten .....	50
Total number of pupils in Model and Training School .....	272
Total number of students in Normal and Kindergarten Departments .....	616
Total number of pupils in Model and Training School .....	272

Total number in all Departments .....	888
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## Graduates.

### CLASS OF JUNE, 1897.

Barnes, Lela	Langman, Emma D.
Bristol, Blanche Eliza	Layne, Evalyn Austin
Cochran, Irene	Morrissey, Tessie
Conner, Lucy	Nichols, Wilford W.
Crowell, Alice Grey	Reddy, Katherine M.
Flood, Florence Beatrice	Rice, Nina Ellen
Hall, Alice Gem	Richie, Florence A.
Harris, Flora	Snedden, Anna
Hazen, Lillian D.	Sproul, Frank P.
Hodgkins, Edith May	Waters, Eula J.
Holleran, Nora	Whittington, Ida E.
Kalliwoda, Anna	Willis, Harriet L.

## GRADUATES FROM KINDERGARTEN DEPARTMENT.

Allison, Mrs. B. F.	Harris, Margueretta
Carhart, Augusta	Johnston, M. Louise
Total, 28	

## CLASS OF FEBRUARY, 1898.

Adlerson, Edith	Gastrich, William
Bates, Alice	Grayson, Robert
Caldwell, Geneva	Lynn, Leslie
Clark, Carrie	Morgan, Emma
Cook, Ada	Shoup, Faith
Diffenbacher, Lulu	Stringfield, Bertha
Fortson, Florence	White, Florence
Total, 14	

NUMBER OF GRADUATES SINCE ORGANIZATION  
OF SCHOOL.

1. Year ending June 30, 1884	22
2. Year ending June 30, 1885	35
3. Year ending June 30, 1886	43
4. Year ending June 30, 1887	48
5. Year ending June 30, 1888	35
6. Year ending June 30, 1889	57
7. Year ending June 30, 1890	49
8. Year ending June 30, 1891	72
9. Year ending June 30, 1892	78
10. Year ending June 30, 1893	91
11. Year ending June 30, 1894	76
12. Year ending June 30, 1895	84
13. Year ending June 30, 1896	92
14. Year ending June 30, 1897	28
Post graduates	8
Total	818



## Laws Relating to State Normal School.

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354. The Normal Schools at San Jose, at Los Angeles and at Chico, and any Normal Schools established by the Legislature of the State of California after the first day of January, eighteen hundred and ninety-seven, shall be known as State Normal Schools, and shall each have a board of trustees, constituted as follows: The Governor and Superintendent of Public Instruction shall be ex-officio members of each board and the president of each school shall be ex-officio a member of the local board of the school with which he is connected; provided, he shall have no vote upon any charges or complaints made against himself, or upon his own employment or retention in his place. There shall also be four other members of the local board for each Normal School, whose terms of office shall be four years and who shall be appointed by the Governor, by and with the advice and consent of the Senate of the State of California. It shall be the duty of the Governor on or before the first day of July, eighteen hundred and ninety-seven, to appoint four trustees as members of each of the local boards, one to serve for one year, one for two years, one for three years and one for four years, and thereafter to fill vacancies in such board, the terms of service thereafter to be for four years, and to begin July first of each fourth year.

1487. The State Normal Schools have for their object the education of teachers for the public schools of this State.

1-88. The State Normal Schools shall be under the management and control of Boards of Trustees, constituted as provided in section three hundred and fifty-four of the Political Code of the State of California.

1489. The powers and duties of each board of trustees are as follows.

1. To elect a secretary, who shall receive such salary, not to exceed one hundred and fifty dollars per annum, as may be allowed by the board.

2. To prescribe rules of their government and the government of the school.

3. To prescribe rules for the reports of officers and teachers of the school, and for visiting other schools and institutions.

4. To provide for the purchase of school apparatus, furniture, stationery and text-books for the use of pupils.

5. To establish and maintain model and training schools of the kindergarten, primary and grammar grades, and require the students of the Normal Schools to teach and instruct classes therein.

6. To elect necessary teachers upon their nomination by the President, fix their salaries and prescribe their duties; provided, that after the teachers have served successfully and acceptably for a term of two years, their appointment thereafter shall be made for a term of four years at least, unless removed for cause, as hereinafter specified.

7. To control and expend all moneys appropriated for the support and maintenance of the school, and all moneys received for tuition or donations.

8. To cause a record of all their proceedings to be kept, which shall be open to public inspection at the school.

9. To keep, open to public inspection, an account of receipts and expenditures.

10. To annually report to the Governor a statement of their transactions, and of all the matters pertaining to the school.

11. To transmit with such report a copy of the President's annual report.

12. To revoke any diploma by them granted, on receiving satisfactory evidence that the holder thereof is addicted to drunkenness, is guilty of gross immorality, or is reputedly dishonest in his dealings; provided, that such person shall have at least thirty days' pre-



vious notice of such contemplated action, and shall, if he ask it, be heard in his own defense.

1490. Each Board of Trustees must hold two regular meetings in each year, and may hold special meetings at the call of the Secretary when directed by the chairman.

1491. The time and place of regular meetings must be fixed by the by-laws of the board. The Secretary must give written notice of the time and place of special meetings to each member of the board. Each member shall be allowed his expenses in attending the meetings of the board, the bills to be audited the same as any bills for the maintenance of the school.

1492. There shall be a joint Board of Normal School Trustees, to be composed of the members of the local boards of the several State Normal Schools. This board shall meet on the second Friday of April of each year, alternately at the different State Normal Schools. The first meeting after the passage of this act shall be at Los Angeles; the second meeting at Chico, and the third at San Jose. Thereafter the places of meeting shall be in the order named above. A special meeting may be called by the Governor for the transaction of any urgent business affecting the welfare of any or all of the State Normal Schools. It shall be the duty of this joint board:

1. To fill a vacancy in the Presidency of any of the State Normal Schools, and to fix the salaries of the presidents of the several Normal Schools; provided, that no President of any Normal School shall participate or vote upon the selection of a President, or fix the salary of any President of any of the State Normal Schools.

2. To sit as a board of arbitration in matters concerning the management of each State Normal School that may need adjustment.

3. To dismiss a teacher from either of the State Normal Schools for good and sufficient cause after having been elected as designated under section fourteen hundred and eighty-nine of this Code.

4. To prescribe a series of text-books for use in the State Normal Schools.

5. To prescribe a uniform course of study and time and standard for graduation from the State Normal Schools.

6. To prescribe a uniform standard of admission for students entering the Normal Schools.

7. The joint board shall also have the power to pass any general regulations that may be applied to all the State Normal Schools, thus affecting their well-being.

8. Members in attending the meetings of the joint board shall receive mileage while in actual attendance upon the meeting, the same to be paid out of any appropriation made by the Legislature for that purpose.

9. The Superintendent of Public Instruction shall be the secretary of the joint board. The secretary shall keep a full record of all proceedings of the joint meetings of the trustees, and shall notify the secretary of each board of trustees of any changes made in the course of study or the text-books to be adopted.

1494. Every person admitted as a pupil to the Normal School course must be:

First—Of good moral character.

Second—Sixteen years of age.

Third—Of that class of persons who, if of proper age, would be admitted to the public schools of this State without restriction.

1495. Teachers holding valid certificates to teach in any county in this State may be admitted to any State Normal School in the State.

1496. Persons resident of another State may be admitted upon letters of recommendation from the Governor or Superintendent of Schools thereof.

1497. Every person making application for admission as a pupil to the Normal School must, at the time of making such application, file with the President of the school a declaration that he enters the school to fit himself for teaching, and that it is his intention to en-

gage in teaching in the public schools of this State, or in the State or Territory where the applicant resides.

1501. The President of each State Normal School must make a detailed annual report to the Board of Trustees, with a catalogue of the pupils, and such other particulars as the board may require or he may think useful.

1502. The Board of Trustees of any Normal School or its Executive Committee may grant permission to the President or any teacher of such school to attend any county institute and give instructions on subjects relating to education in the public schools.

1503. First—The Board of Trustees of each State Normal School, upon the recommendation of the faculty, may issue to those pupils who worthily complete the full course of study and training prescribed, diplomas of graduation, either from the Normal department, the Kindergarten department, or both.

Second—Said diploma from the Normal department shall entitle the holder thereof to a grammar grade certificate from any city, city and county, or County Board of Education in the State. One from the Kindergarten department shall entitle the holder to teach in any Kindergarten in the State.

Third—Whenever any city, city or county, or County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma from the Normal department has had a successful experience of two years in the public schools of this State, subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the Board showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school of this State, valid until such time as said diploma may be revoked, as provided in subdivision thirteen of section fourteen hundred and eighty-nine of this Code.

Fourth—Upon presentation of the diploma and document referred to in section fifteen hundred and three, subdivision third thereof, to any city, city and county, or County Superintendent of Schools, said Superintendent shall record the name of the holder thereof in a book provided for that purpose in his office, and the holder henceforth shall be absolved from the requirements of subdivision first of section sixteen hundred and ninety-six of this Code.

Fifth—Said diploma of graduation from any Normal School in this State, when accompanied by a certificate granted by the faculty of the State University, showing that the holder thereof, subsequent to receiving said diploma, has successfully completed the prescribed course in the pedagogical department of the State University, shall entitle the holder to a High School certificate authorizing the holder to teach in any primary or grammar school, and in any High School in this State, except in those in which the holder would be required to teach languages other than English.

1505. The Superintendent of Public Instruction must visit each school from time to time, inquire into its condition and management, enforce the rule and regulations made by the board, require such report as he deems proper from the teachers of the school and exercise general supervision over the same.

1507. Each order upon the Controller of State by the Board of Trustees of the State Normal School must be signed by the president of the board and countersigned by the secretary. Upon presentation of the order aforesaid, signed and countersigned as aforesaid, the Controller of the State must draw his warrant upon the State Treasurer, in favor of the Board of Trustees, for any moneys, or any part thereof, appropriated and set apart for the support of the Normal School, and the Treasurer must pay such warrants on presentation.



## BOARDS OF TRUSTEES.

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Ex Officio Members of all Boards.

JAMES H. BUDD .....Governor.  
SAMUEL T. BLACK.....Superintendent of Public Instruction.

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### LOCAL BOARD OF LOS ANGELES.

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T. P. LUKENS .....Pasadena.  
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J. MARION BROOKS.....207 New High, Los Angeles.

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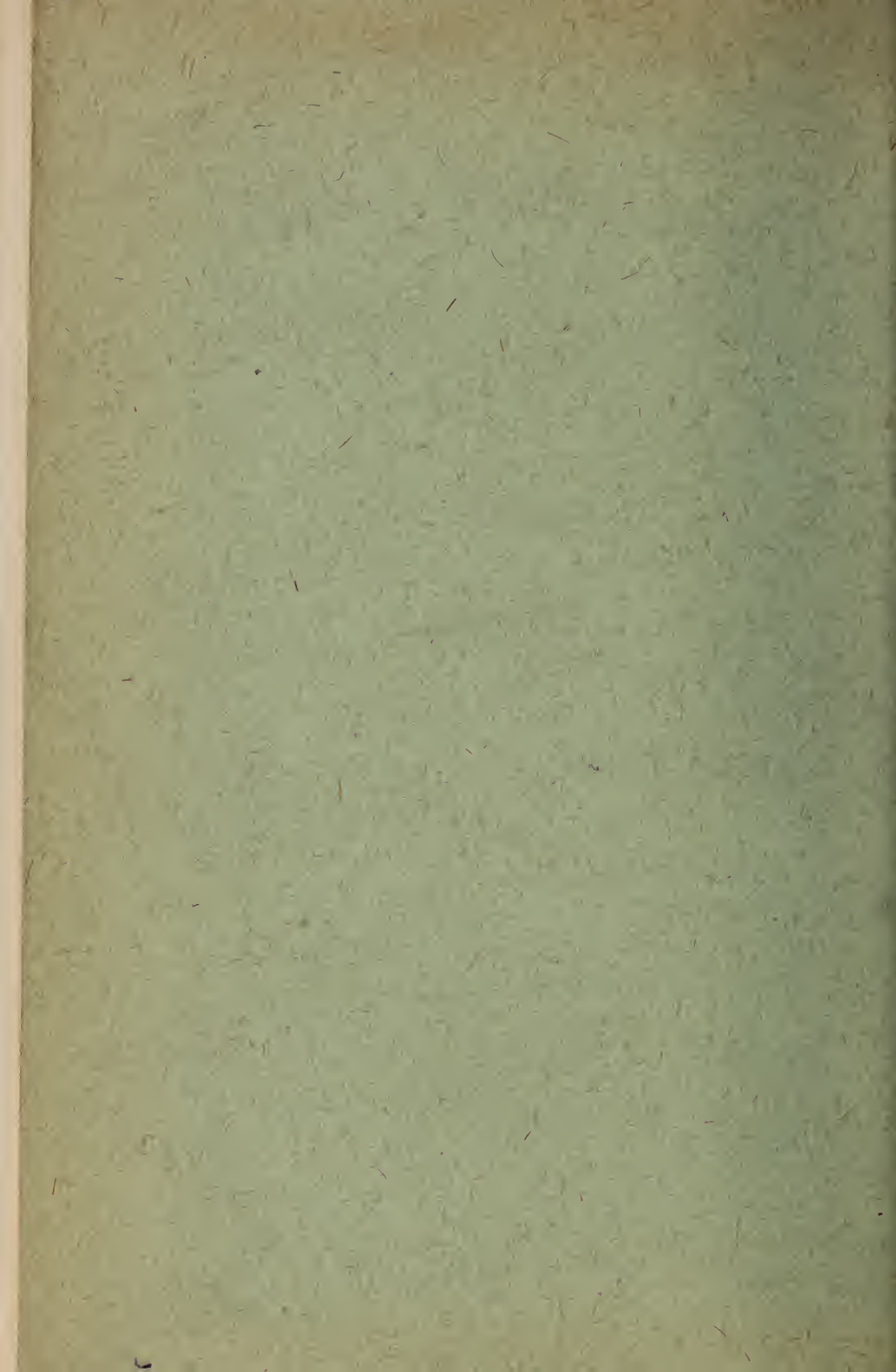


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*Eighteenth Annual Catalog*



OF THE

*CIRCULAR*  
FOR  
*1900-1901*

**State  
Normal  
School**

**Los Angeles  
California**



*For the School Year Ending June 30, 1900.*



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EIGHTEENTH ANNUAL CATALOG

OF THE

STATE NORMAL SCHOOL

AT

LOS ANGELES

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1900,

AND

CIRCULAR FOR 1900-1901.

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SACRAMENTO:

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1900.

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## CALENDAR FOR 1900-1901.

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### FIRST TERM.

Entrance examinations and admission on credentials,  
Thursday, September 6, 1900  
Examinations for advanced standing and to remove conditions,  
Friday, September 7, 1900  
Term opens - - - - - Tuesday, September 11, 1900  
Term closes - - - - - Thursday, January 31, 1901  
Holiday vacation - - - December 21, 1900, to January 2, 1901

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### SECOND TERM.

Entrance examinations and admission on credentials,  
Friday, February 1, 1901  
Term opens - - - - - Wednesday, February 6, 1901  
Mid-term vacation - - - - - April 12 to 22 exclusive  
Term closes - - - - - Thursday, June 27, 1901

## BOARD OF TRUSTEES, 1899-1900.

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HENRY T. GAGE	-	-	-	-	-	-	-	-	Governor.
				Ex Officio.					
THOMAS J. KIRK	-	-	-	-	-				Supt. Public Instruction.
				Ex Officio.					
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R. H. F. VARIEL,	-	-	-	-	-	-	-	-	Los Angeles.
HENRY O'MELVENY,	-	-	-	-	-	-	-	-	Los Angeles.
JOHN S. COLLINS,	-	-	-	-	-	-	-	-	Ventura.
E. J. LOUIS,	-	-	-	-	-	-	-	-	San Diego.

### Officers of the Board.

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R. H. F. VARIEL,	-	-	-	-	-	-	-	-	Vice-President.
EDWARD T. PIERCE,	-	-	-	-	-	-	-	-	Secretary.

### Executive Committee.

N. P. CONREY	R. H. F. VARIEL,
JOHN S. COLLINS.	

## FACULTY, 1900-1901.

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### NORMAL DEPARTMENT.

EDWARD T. PIERCE, LL.B., PD.D., PRESIDENT,  
*School Economy.*

MELVILLE DOZIER, B.P., VICE-PRESIDENT,  
*Mathematics and Bookkeeping.*

GEORGE F. JAMES, A.M., PH.D.,  
*Professor of Psychology and Pedagogy, and  
Supervisor of Training School.*

ISABEL W. PIERCE, PRECEPTRESS,  
*English.*

SARAH P. MONKS, A.M., CURATOR OF MUSEUM,  
*Zoölogy and Botany.*

HARRIET E. DUNN, LIBRARIAN,  
*History.*

CHARLES E. HUTTON, A.M., REGISTRAR,  
*Mathematics.*

JOSEPHINE E. SEAMAN,  
*English.*

MAY A. ENGLISH,  
*Chemistry.*

JAMES H. SHULTS, A.M., M.D.,  
*Physics and Physiology.*

EVERETT SHEPARDSON, A.M.,  
*Psychology and Pedagogy.*

ADA M. LAUGHLIN,  
*Drawing.*

JAMES F. CHAMBERLAIN,  
*Geography and Physics.*

CHARLES M. MILLER,  
*Sloyd.*

CHARLES DON VON NEUMAYER,  
*Reading.*

SARAH J. JACOBS,  
*Director of Physical Training.*

ETTA E. MOORE, A.M.,  
*English.*

## FACULTY OF NORMAL DEPARTMENT—Continued.

B. M. DAVIS, M.S.,  
*Biology and Physiology.*

KATE BROUSSEAU,  
*Psychology and Mathematics.*

MARY M. SMITH,  
*Drawing and Sloyd.*

JENNIE HAGAN,  
*Music.*

AGNES ELLIOTT,  
*History and Geography.*

MARY G. BARNUM, B.L.,  
*English.*

LOU HELLMUTH, PH.B., M.L.,  
*English.*

JESSICA C. HAZARD,  
*Domestic Science and Domestic Art.*

LUCY J. ANDERSON,  
*Domestic Science and Reading.*

M. EVA BLAKE taught Sewing during last half of the year 1899-1900.

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## KINDERGARTEN TRAINING DEPARTMENT.

FLORENCE LAWSON, *Director.* GERTRUDE LAWSON, *Assistant.*

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## TRAINING SCHOOL.

### Critic Teachers.

FRANCES H. BYRAM, *City Principal.*

EMMA W. EDWARDS, M.L.

ALBERTINA SMITH.

CARRIE REEVES.

CLARA M. PRESTON.

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## EMPLOYEES.

MATTIE M. TOWNSEND, *Typewriter and Office Assistant.*

ELIZABETH H. FARGO, *Assistant Librarian.*

EDWIN P. CARR, *Engineer and Carpenter.*

LUKE GALLUP, *Janitor of Gymnasium.*

JOHN D. BARRIE, *Resident Janitor.*

THOMAS FARNHAM, *Gardener.*

C. H. LAWRENCE, *Janitor.*

## CIRCULAR.

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The object of the Normal School is to train students for the work of teaching in the public schools of California. Those who wish simply to prepare to pass an examination and thus acquire a teacher's certificate cannot be admitted. We are always glad, however, to welcome teachers who wish to make better preparation for their work. Every facility will be given such for observation or for special study. Courses will be planned for those holding Grammar Grade certificates, and they will be given an opportunity to complete the work and obtain the diploma of the school in the shortest time possible consistent with their thorough training professionally. The large number of teachers and of High School and College graduates entering during the past two years leads the management to hope that but a short time will elapse before only those who have had such preparation will be admitted. It is hoped, therefore, that all who find it possible to do so will complete a course equivalent to that of an accredited High School before coming to the Normal. Such students have more purpose and more determination than those entering with less preparation, and are much more likely to complete the course than the latter. Applicants, however, who are not fully accredited to the University in all subjects need not hope to complete the professional course outlined for High School graduates in two years.

Friends of education who believe in the professional training of teachers will not advise those to enter the Normal School who are not above the average in intelligence and ability to work and who have not fully made up their minds that they want to become teachers.

The Normal School, both in size, earnestness, and ability of its Faculty, and in its facilities for the thorough training of teachers, has made rapid strides during the past five years. The new building now in process of construction will enable us to give most complete manual training for teachers in public schools. The addition of a number of rooms to our Training School and the number of pupils that can be accommodated in that department will make it possible for student-teachers to take entire charge of a room and thus more completely test their ability to instruct than is possible in many Normal Schools. Friends of education are always welcome to visit the school and inspect the work of the various departments.



## CONDITIONS OF ADMISSION AND GRADUATION.

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For admission to any class, the following qualifications are requisite:

(1) The applicant must be sixteen years of age, and strong mentally, morally, and physically.

(2) To be admitted without examination, an applicant must (*a*) hold a valid teacher's certificate of any grade from any county or city of California; or (*b*) hold a diploma of graduation from a California High School; or (*c*) a diploma from the ninth year of the public schools under conditions named below; (*d*) applicants presenting High School diplomas of graduation, or first grade teachers' certificates granted in other States than California, may be admitted without examination at the discretion of the Faculty. For further regulations concerning the admission of High School graduates see page 17.

Graduates from the ninth year of the public schools of California will be admitted without examination when the diploma is accompanied by a statement as to standing and a special recommendation from teachers. The record must show a high standing in all subjects. Blanks to be filled out may be obtained of the County Superintendent.

### ADMISSION ON EXAMINATION.

Examinations for admission to the Junior Class will be given, at the dates named in the calendar, September 6th, for the fall term, and February 1st, for the spring term. A fair knowledge of the following subjects will be required: Arithmetic, English, Geography, United States History, Reading, Spelling, Penmanship, and Vocal Music.

The requirements in Arithmetic will include the following points: Accurate work in the fundamental operations; reduction in common and decimal fractions; simple processes in weight, measurement, and volume; forms in analysis; applications of percentage, with special reference to the use of elemental principles.

In English the applicant for examination should be able to distinguish readily the various parts of speech in their usual construction. He should analyze quickly simple prose or verse, giving the various kinds of sentences and the relation of the parts. He should be able to summarize in his own words the thought of any simple text placed before him. The exercise in Composition will be based on the readings required. The subjects chosen will demand a clear grasp of the author's thoughts, rather than memory of technical details. The composition must be reasonably correct in spelling, grammar, and punctuation, and must show some knowledge of paragraphing.

## LIST OF READINGS.

- I. (a) "Alhambra"; (b) "Sleepy Hollow Legend"; (c) "Rip Van Winkle."
- II. (a) "Evangeline"; (b) "Miles Standish"; (c) "Hiawatha."
- III. (a) "Lady of the Lake"; (b) "Lay of the Last Minstrel."
- IV. (a) "Snow-Bound"; (b) "Tent on the Beach."

Every student must be prepared on one work from each group of the above. He must be able to quote some good passage of at least ten consecutive lines from the verse that he had studied.

The Geographical knowledge of students seeking to enter the Normal School should comprise an intelligent conception of the world, including location of most important countries, their chief productions and characteristics of the people. The great grain, cotton, timber, fruit, grazing, and mineral belts of our own country should be known, as well as the cause of their distribution. A knowledge of the manners and customs of the people in the different parts of the country is also required. Ability to think well will cover the lack of many technical points in the work.

The course in the History of the United States deals chiefly with the growth and character of the Government, including a careful study of the Constitution and its workings. In order to pursue this course intelligently, the applicant should have a good knowledge of the main facts of our history, especially through the colonial and revolutionary periods. The examinations are given with a view to testing preparation in this particular.

Applicants for admission will be examined in Spelling upon words in common use, such as may be found in the California State Speller, and are expected to spell a large percentage of any selected list of such words at dictation.

The Natural Vertical system of penmanship is taught; and, as a prerequisite to admission, a student must write a plainly legible hand, not necessarily the vertical, having a reasonable regard to regularity and neatness.

In Music, the student must be able to sing the major scale, and to both sing and write the diatonic intervals.

(3) Every one admitted to the school must present a certificate of good moral character, signed by the County Superintendent of Schools, or by two School Trustees, or by any two reputable and permanent residents of the district from which such pupil comes.

(4) According to a regulation of the Board of Trustees, each applicant must present evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. The Faculty

are therefore authorized, when they deem it necessary, to require of any student a physician's certificate of health and freedom from physical defects. This may be made out by the family physician of any student according to the following form, or the examination may be made by the school physician, a lady, at an expense of one dollar, or without expense by Dr. Shults, of the Faculty, also a regular physician:

FORM: I, ———, a physician in good and regular standing, residing at ———, do certify that ——— is strong physically, and able to do the work of the Normal School so far as ——— health is concerned, and that ——— has no chronic disease or physical defect of speech or hearing or appearance that would militate against ——— usefulness and success as a teacher. ——— ———, Physician.

Before students are allowed to finish the course they must present certificates of vaccination.

Applicants should be here at 9 A. M. on the days indicated, viz.: September 6, 1900, and February 1, 1901.

Those entering on past examinations, credentials, or previous membership in the school, should also be here on the above dates and report to the President.

To graduate, one must be at least eighteen years old; must have been not less than one year in the school; must have passed creditably in all the studies of the prescribed course, and must have shown, by actual and continued teaching in the Practice School, an ability and fitness for governing and teaching well.

Applicants for admission are required to make and sign the following declaration:

I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of California.

All entering the school are also required to sign the following blank:

I have carefully read the rules and regulations of the State Normal School, and hereby enroll myself as a student in the institution with a full understanding of them, and promise to the best of my ability to conform thereto in all respects so long as I shall be connected with the institution.

(Signed) ——— ———,  
of ———, County of ———.

——— ———, 19—.

Parents and guardians will be required to sign the following:

For myself as ——— of the student whose name is signed above, I also accept on my part the conditions specified and upon my part agree to withdraw ——— from the school upon receiving notice from the President that the Faculty requested the same.

(Signed) ——— ———.

A deposit of five dollars is made with the President, to be refunded on leaving, if all library books have been returned, and if there are no charges for injury to reference books, building or furniture. This will be required without fail before the student is enrolled.

## GENERAL INFORMATION.

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### ADVICE TO THOSE WHO WISH TO ENTER THE SCHOOL.

1. If possible complete a good High School course. Ask yourself if you have an earnest desire to become a well-prepared teacher and if you possess the ability mentally and physically to do the hard work required. Determine whether you will abide by every regulation and will earnestly strive to build up such a character as should distinguish the worthy model for children that every teacher should be.

2. Bring with you a statement of good moral character, signed by two of the School Trustees, or other resident citizens of your district. This reference must be presented before the applicant is registered as a student.

3. Text or reference books which you may have will be useful here, and should be brought with you.

### EXPENSES.

The expenses are as light as they are at any school on this coast. Tuition is free. Books cost on an average about \$5 per term. Instruments and material for work in the different sciences will cost from \$10 to \$20 during the four years. One dollar per term will be charged for materials in the Physical Laboratory work, and \$2.50 for the same purpose in the work in Chemistry; fifty cents per year will be charged for material in Sloyd work, and twenty-five cents per year as a library fee to cover wear and tear and losses. Board in private families costs from \$3.50 to \$5.00 per week. Rooms may be had by students if they wish to board themselves. The cost of living may then be reduced to \$2.50 per week. Many of the students also find it possible to work for a part, or the whole, of their board. When this is done, it is advisable for the student not to attempt to take the entire work of any class, but to take a year longer and thus avoid overtaking himself.

### DISCIPLINE.

The aim of the administration is to lead students to be self-governing. An effort is made to create a feeling of responsibility and lofty purpose, as should characterize Normal School students.

As an aid to this end there is at present an organization known as "The Associated Body of Students." This organization has for its object the management of many matters that tend to the well-being of

the school. The students have regular meetings and discuss many questions that look to their own government and the welfare of the Normal School. They thus make it possible for the Faculty to impose few arbitrary restrictions and positive rules and penalties.

#### **BOARDERS AND BOARDING.**

The Board of Trustees of the school have adopted the following regulations, which the Faculty of the school are required to see fully observed:

All pupils attending any department of the school, who do not board and room with their parents or legal guardians, and who are not under the immediate charge of parents or such guardians, shall be considered as boarders, and shall be subject to the following rules:

1. Pupils must consult the Preceptress or President before selecting boarding-places. This rule is imperative and applies to all, whether they have been in the school before or are new pupils.

2. Pupils must board at places endorsed by the Preceptress or President.

3. Ladies and gentlemen shall not be allowed to board in the same house. This rule shall apply equally when the house is occupied by two or more families.

4. Permission must in every case be obtained from the Preceptress when pupils desire to board in families where boarders are taken who are not connected with the school. It is not expected that permission will be asked which conflicts with the preceding regulation.

5. Brothers and sisters shall be allowed to board in the same house, provided no other boarders are received into the house.



## COURSE OF STUDY.

The regular course of study occupies four years.

Any student who shall accomplish the work prescribed in the Course of Study shall be graduated on the recommendation of the Faculty, provided that one entire year must be passed in the school.

### TABULATED COURSE OF STUDY.

#### First, or Junior, Year.

	JUNIOR B.	JUNIOR A.
PROFESSIONAL .....		
ENGLISH .....	Grammar—20—4.	English—20—4.
SCIENCE .....	Chemistry—20—3.	Botany—20—5. Geography—20—4.
MATHEMATICS .....	Algebra—20—4.	Algebra—20—4.
ART AND MANUAL TRAINING .....	Sloyd—20—2.	Drawing—20—2. Sloyd—20—2.
MISCELLANEOUS .....	History—20—4. Reading—20—3. Physical Training—20—3. Music—20—2.	Physical Training—20—3. Music—20—1.

#### Second Year.

	MIDDLE D.	MIDDLE C.
PROFESSIONAL .....		
ENGLISH .....	English—20—4.	Word Work 20—4.
SCIENCE .....	Zoölogy—20—5.	Domestic Science—20—2. Physiology—20—5.
MATHEMATICS .....	Geometry—20—5.	
ART AND MANUAL TRAINING .....	Drawing—20—2. Sloyd—20—2.	Drawing—20—2. Sloyd—20—1.
MISCELLANEOUS .....	History—20—4. Physical Training—20—3.	Reading—20—3. History—20—5. Music—20—2. Physical Training—20—2.

The first number refers to the number of weeks; the second to the hours per week.

## Third Year.

	MIDDLE B.	MIDDLE A.
PROFESSIONAL.....	Psychology—20—4.	Psychology—20—4
ENGLISH .....	English—20—5.	Literature—20—5.
SCIENCE.....	Chemistry—20—3. Physics—20—4.	Domestic Science—20—3. Physics—20—5.
MATHEMATICS.....		Geometry—20—4.
ART AND MANUAL TRAINING.....	Method in Manual Training—20—2. Drawing—20—2.	Drawing—20—2.
MISCELLANEOUS .....	Physical Training—20—3. Music—20—2.	Physical Training—20—2.

## Fourth, or Senior, Year.

	SENIOR B.	SENIOR A.
PROFESSIONAL.....	History and Philosophy of Education—20—3. General Pedagogy—20—4.	School Law—20—1. School Economy—10—3. Teaching—20—12½.
ENGLISH .....	Pedagogy of Grammar—20—3.	Lit'ture in the Grades—20—2. Method in Language—20—1.
SCIENCE.....	Pedagogy of Geography—20—3.	Method in Biology—20—1. Method in Geography—20—1.
MATHEMATICS.....	Pedagogy of Arithmetic—20—5.	Method in Arithmetic—20—1.
ART AND MANUAL TRAINING.....	Pedagogy of Drawing—20—2.	Method in Drawing—20—1.
MISCELLANEOUS .....	Pedagogy of Reading—20—3. Pedagogy of Music—20—1. Pedagogy of Physical Culture—20—2.	Method in History—20—1. Method in Reading—20—1. Method in Music—20—1. Method in Physical Culture—20—1.

The work of Senior B has been arranged with the guiding principle of direct preparation for teaching, and each subject is presented also from the *method* point of view. The work of Senior A carries forward the same idea with supervision of Training School practice and discussions of principles applied in the teaching of various studies. These "method" talks are by the special teachers of the respective subjects.

## A SHORT COURSE FOR HIGH SCHOOL GRADUATES.

1. A two years course has been arranged for graduates of accredited High Schools who are recommended to the State University for satisfactory work in the following subjects:

English Grammar, Composition, and Literature (1<sup>a</sup> and <sup>b</sup> & 14); Algebra through quadratics (3); Plane and Solid Geometry (4 & 12<sup>a1</sup>); Greek and Roman and Medieval and Modern History (10<sup>a</sup> and <sup>b</sup> & 13); Government of the United States (5); Physics (11); Chemistry (12<sup>b</sup>); Botany or Zoölogy (12<sup>c</sup> or <sup>d</sup>); three years of Latin (7<sup>a</sup>), or an equivalent in Greek, French, or German.

(*Note.* One half year's satisfactory work in Botany or Zoölogy will admit conditionally to the course in Biology. A recommendation in Latin excuses from all word work except Spelling, which may be taken by examination.)

2. Graduates of accredited High Schools not recommended in all the above subjects will be required to pass by examination or to pursue in class those subjects in which they are deficient, thus lengthening the course to five or more terms.

3. Applicants for the two years' course must hold credentials in the form required for admission to the State University. They should present these in person to the High School Committee between nine and twelve o'clock of the day fixed in the calendar for the term when they wish to enter. Applicants fully accredited will find it advantageous to enter in September.

4. Graduates from High Schools of other States and from non-accredited schools of this State will be given such advanced standing as in the opinion of the Faculty their credentials may justify.

### TABULATED COURSE OF STUDY—HIGH SCHOOL GRADUATES.

#### First Year.

	MIDDLE B.	MIDDLE A.
PROFESSIONAL.....	Psychology—20—4.	Psychology—20—4.
ENGLISH .....	Literature—20—4.	
SCIENCE.....	Physiology—20—4. Domestic Science—20—2.	Biology—20—4. Domestic Science—20—3.

**First Year—Continued.**

	MIDDLE B.	MIDDLE A.
MATHEMATICS .....		
ART AND MANUAL TRAINING .....	Drawing—20—2. Sloyd—20—2.	Drawing—20—3. Sloyd—20—3.
MISCELLANEOUS .....	Reading—20—4. Music—20—2. Physical Culture—20—2.	History—20—4. Music—20—2. Physical Culture—20—3.

University credits in Solid Geometry to be accepted.

**Second Year.**

	SENIOR B.	SENIOR A.
PROFESSIONAL .....	History and Philosophy of Education—20—3. General Pedagogy—20—3.	School Law—20—2. School Economy—10—3. Teaching—20—12½.
ENGLISH .....	Pedagogy of Grammar—20—3.	Literature in the Grades—20—2. Method in Language—20—1.
SCIENCE .....	Pedagogy of Geography—20—3.	Method in Biology—20—1. Method in Geography—20—1.
MATHEMATICS .....	Pedagogy of Arithmetic—20—5.	Method in Arithmetic—20—1.
ART AND MANUAL TRAINING .....	Pedagogy of Drawing—20—2.	Method in Drawing—20—1.
MISCELLANEOUS .....	Pedagogy of Reading—20—3. Pedagogy of Music—20—1. Pedagogy of Physical Culture—20—2.	Method in Reading—20—1. Method in Music—20—1. Method in History—20—1. Method in Physical Culture—10—2.

## KINDERGARTEN TRAINING DEPARTMENT.

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### CONDITIONS OF ADMISSION.

Application for admission to the Kindergarten Department shall be made to a committee consisting of the President of the Normal School, the Director of the Kindergarten, and the Professor of Pedagogy of the Normal School.

Graduates of accredited High Schools who are fully recommended for entrance to the State University will be admitted to a two years' course after having passed the following examinations: *Music*, Instrumental, ability to read simple airs with reasonable facility, in good time and with fair touch; Vocal, ability to sing simple songs with accuracy and expression. *Drawing*, ability to draw simple objects in outline and light and shade in good perspective.

Applicants not having such credentials must satisfy the Kindergarten Committee that their qualifications are equivalent to those required for admission to the regular two years' course (see page 17) or to the work of the first two years of the regular course.

Those who are pursuing the regular Normal course and have finished the work of its first two years, may elect the two years' Kindergarten training course if they show peculiar fitness for that work.

Any advanced standing in the required work for Kindergartners necessitates an examination in all the subjects completed in the first year of the special Kindergarten course. This examination shall cover both the Academic and Kindergarten training of the year specified in addition to the regular entrance examination, but holders of diplomas from the four years' course of California Normal Schools may be admitted to a special course in Kindergarten training, shortening the time as the committee may deem advisable.

A class will be admitted in September of each year.

Students who do not show some natural fitness for the work by the end of the first half year will be required to withdraw.

### KINDERGARTEN TRAINING COURSE OF TWO YEARS.

#### First Year.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....	Psychology—20—4.	Psychology—20—4.
ENGLISH .....		Composition, Amer. Prose, Classic Myths—20—4.



**First Year—Continued.**

	FIRST TERM.	SECOND TERM.
SCIENCE .....	Physiology—20—4. Zoölogy—20—3.	Botany—20—3.
ART AND MUSIC .....	Music—20—2. Drawing—20—2.	Music—20—2. Drawing—20—2.
MISCELLANEOUS .....		Reading—20—2.
KINDERGARTEN .....	Theory—20—5. Observation—20—5.	Theory—20—5. Observation—20—4.

**Second Year.**

	FIRST TERM.	SECOND TERM.
PROFESSIONAL .....		Pedagogy—20—4.
ENGLISH .....	Literature in the grades— 20—2. Method in Language—20—1.	
ART AND MUSIC .....	Drawing—20—2. Music—20—1.	Music—20—1.
KINDERGARTEN .....	Theory—20—5. Practice Teaching—20—15.	Theory—20—5. Practice Teaching—20—15.

**ONE-YEAR COURSE.**

	FIRST TERM.	SECOND TERM.
PROFESSIONAL .....		Pedagogy—20—4.
ENGLISH .....	Subject to needs of Prac- tice Work.	
MISCELLANEOUS .....	Drawing and Music as re- quired by needs of Prac- tice Work.	Drawing and Music as re- quired by needs of Prac- tice Work.
KINDERGARTEN .....	Theory—20—10. Practice Teaching—20—15.	Theory—20—10. Practice Teaching—20—15.

## BRIEF EXPLANATION OF THE COURSE OF STUDY AND THE METHODS PURSUED.

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Believing that the true object of education is mental development as well as the acquisition of knowledge, the teachers of the Normal School seek in their work to accomplish this purpose. Although the students make use of text-books in the study of some subjects, they are led to see that this is only one of many useful helps. Our large and growing library is constantly made use of in getting a knowledge of the best that has been given to the world on any subject. All subjects admitting of such a course are studied and recited topically, and original research along special lines is encouraged.

The class work consists of discussions and comparisons of the results of individual research. Much written work is required, thus testing exactness and thoroughness of study.

All of the members of the Faculty are in close touch with the work of the Training Department. It is the duty of some one teacher of each subject to visit the grades as often as possible and then in consultation with his or her associates so shape the work of the Normal Department as to give the greatest help to student-teachers. Thus all become teachers of Pedagogy and the whole of the work of the institution centers in the Training Department. That this end may be furthered and that all may become interested in all of the departments of the school and especially in the pedagogical side of every subject, weekly seminar meetings are held for the discussion of questions that will directly aid the Faculty in an understanding of the needs of the public schools. This knowledge is then made use of in the more thorough and practical preparation of the students for their responsible work.

### PROFESSIONAL WORK.

The special preparation for teaching afforded in this Normal School is planned with several guiding principles. That a truly professional spirit may prevail throughout, all courses from the first are arranged with definite reference to the needs of the future teacher and attention is constantly called to the methods proper to the different subjects of instruction. Those studies which bear a direct relation to the strictly professional work are placed so as to lead naturally in this; e. g. the neural physiology immediately precedes and forms the basis of the first course of psychology. While the students in each year are brought to

consider the aims and plans of their life work and thus live so to speak in the professional atmosphere, the great part of the technical training is concentrated in the last few terms. The ordinary studies of the public school are reviewed in the Senior classes and discussions on the methods of these studies are continued during the practice period in the Training School.

Psychology is studied during two half years with both a cultural and a distinctly professional aim. The method followed includes "experimental introspection" and much reference reading and discussion on various theories in reference to the mental activities. The Senior B course in pedagogy is essentially practical. Special attention is given to the psychological topics that bear closest relation to pedagogy, and retrospective and observational studies are made of school-room problems in both elementary and secondary schools. School hygiene (including the hygiene of instruction) is given such attention in both psychological and pedagogical courses as time and student ability warrant.

The outlines of educational history and philosophy are given in a three-hour course in connection with much outside reading and frequent oral and written reports. Short courses in school economy and school law during the last term aim to give the future teacher the greatest possible practical assistance and direction in these important matters.

The work of the last half year is divided between professional studies in the Normal School and practice teaching (one half day for twenty weeks) in the Training School. Throughout this term there are weekly meetings of the training class with the teachers of the Normal and Training schools to discuss various phases of common school work. A professional thesis is required of every student before graduation.

#### OUTLINE OF WORK IN ENGLISH.

##### *First Year.*

First Term.—Grammar.

Second Term.—1. Composition. 2. Classic Myths.

Text-books for the year:

Revised State Series Grammar.

Gayley's Classic Myths.

##### *Second Year.*

First Term.—1. Figures; Versification; Composition continued.

2. Study of poems selected from the following list:

Lowell: Vision of Sir Launfal.

Lanier: Song of the Chattahoochee.

Read: Drifting.

Tennyson: Morte d'Arthur; The Lotus Eaters; Ulysses.

Shelley: The Skylark; The Cloud; To the West Wind.

Coleridge: The Ancient Mariner.

Second Term.—Word Work: History of Language; Word Analysis:  
Synonyms; Spelling.

Text-books for the year:

Waddy's Rhetoric.

Kellogg and Reed's Word Building.

*Third Year.*

First Term.—English Prose:

Emerson or Carlyle: Selected essays.

Webster: Bunker Hill Orations.

Burke: Speech on Conciliation.

Lincoln: Gettysburg Address.

Lincoln: First Inaugural Address.

Matthew Arnold: Culture and Anarchy.

Second Term.—1. Shakespeare: Selected plays.

2. Historical Summary of English Literature.

Text-books for the term:

Pancoast's Introduction to English Literature.

Palgrave's Golden Treasury.

*Fourth Year.*

First Term.—1. Grammar in the graded schools.

2. Reference to teaching-method.

Second Term.—English Literature in the common schools; use of  
school libraries.

Text-book for the term:

Whitney's Essentials of English Grammar.

**SCIENCE**

The courses in Science (Physics, Physiography, Chemistry, and Biology) have in view not only the contribution to training and culture usually expected of such subjects in secondary schools, but are so correlated as to strengthen one another, and the subject-matter is selected with the particular aim of helping the prospective teacher.

Much of the work is reproduced in Nature Study and Geography by the student-teacher in the Training School. As far as possible the students are trained to be independent and to make use of the environment which they will have when they become teachers, thus rendering the Science work in the highest sense professional. Five large, well-equipped laboratories afford every means necessary for carrying out all the work attempted. Besides these laboratory facilities, additional opportunity for study is afforded by a museum of carefully selected types of animals and plants, and by a garden and pond for outdoor Biology.

All the important books of reference, periodicals, manuals, advanced texts, and guides relating to the different Sciences are in the general library, and are always accessible to students.

### GEOGRAPHY.

Geography is the study of the relations between man and his environment. It is therefore essentially human in its interests.

In the first year twenty weeks are devoted to physical geography and physiography. Class-room instruction is supplemented by field-work, where students are required to interpret actual geographic forms by applying principles previously discussed.

A course in general geography is given in the third year. The several continents are studied in a broad way and a few areas in detail. At least one raised map of a continent is made by each student.

One hour each week is set apart for a study of the pedagogy of the subject. Model lessons are given, a course of study planned, and the relation of geography to all other subjects discussed.

The laboratory is well equipped with globes, maps, sand-trays, and pictures, while the library contains a large number of the best geographical works and books on travel.

### HISTORY.

Aims of the work: 1. To give a knowledge of the great periods of history; to prepare the student for citizenship by enabling him to make use of the experience of the past; to promote interest in the subject, correct habits of study, ability to read readily and intelligently, to distinguish essentials from non-essentials, and to form correct judgments, especially with reference to the social, political, and economic questions of the day.

2. To show that history is not made up of detached events and sudden changes which must be held by mere force of memory, but of occurrences closely related, though often distant in time and without apparent connection; that permanent progress is always the result of slow growth; and that the character of the present is determined, in the main, by the past.

3. To prepare the student to teach the subject by giving him a knowledge of original sources and other authorities and the proper manner of using them; by discussing and illustrating different methods of presentation; by impressing upon him the importance of vitalizing the work by connecting history with geography, biography, and literature; by furnishing him with suggestive outlines and with lists of reference and collateral reading; by keeping before him the difference between a child's point of view and that of an adult.

### MATHEMATICS.

The work in Arithmetic, being designed especially for preparation to teach that subject, aims to develop (a) thought-work and not mere



mechanical processes, (*b*) clearness and exactness in statement, (*c*) accuracy and rapidity in all operations, (*d*) investigation of principles involved, whereby to formulate rules, (*e*) careful analysis-synthesis, (*f*) special attention to the logical presentation in the discussion of problems.

It is very desirable to devote careful attention to the algebraic method of solution, since it enables the pupil to develop the result by the direct method, thereby avoiding much of the complexity arising from the older form of analysis.

Students are made familiar with short processes, combinations of numbers, forms of statement, analytic and synthetic drill with problems, all of which become a part of their outfit as teachers. Ability to impart clearly the knowledge one possesses is an indispensable characteristic for a teacher, so oral statements and solutions, clearly given, are continuous parts of the work.

Geometry, in its concrete form, is developed in the course of the subject, so that the method of presentation in the class-room may be shown. Measurements, adaptation to the many daily concerns of life and business are shown; careful and close reasoning in the steps of demonstration are required; the practical bearing of much of the work is noticed.

In Algebra, tact and skill in the manipulation of equations, ability to see results and combinations, clear and concise interpretation of problems, are all points to which attention is always being directed.

### READING.

In the subject of Reading our purpose is to avoid the two opposite faults—one, that of relying on mere mechanical training; the other, the theory that comprehension and sympathy with ideas of an author will necessarily result in right expression. In the teaching of the subject, analysis and technique go hand in hand.

The time given to the subject is divided into three terms, one occurring in the first year, one in the second year, and one in the fourth year. In the first term the work is devoted exclusively to the management of the breath, to quality of voice—vocal power, enunciation, and thorough study of the elements of speech.

In the second year begins the work of logical analysis and grouping. Classification of ideas for reading. In this year the text-book used is "The Essentials of Reading," by Prof. Mark Bailey, A.M.

In the third term the advanced student is instructed as to the best means of applying the knowledge gained in the two previous terms. Systems and methods of the teaching of reading are discussed and an original plan of work from each student is required to be used in the Training School.

Advanced analytical work is accomplished, two of Shakespeare's plays being used for that purpose.

### MUSIC.

First Year—Voice Training: exercises in breathing, tone placing, and articulation. Ear Training: exercises in interval and rhythm. Development of major scale.

Second Year—Voice and ear training. Continued development of major scales through all keys. Natural minor. Sight reading.

Third Year—Voice and ear training. Development of chromatic and minor scales. Sight reading. Rote songs. Study of composers and musical form.

Fourth Year—Methods. Criticisms from Training School. Use of baton.

N. B.—In all grades song work to emphasize tone quality, phrasing and spirit of song.

### DRAWING.

Junior A, Second Term of Normal Course: 1. Blackboard work, mass drawing. 2. Scissors work—free cutting for illustration and design. 3. Form study and clay modeling. 4. Color—with prism, colored tablets, and papers, water'color and brush. 5. Outline drawing—objects and plant form. 6. Composition.

Middle D, Third Term: 1. Light and shade—objects and plant form. 2. Clay modeling and composition continued. 3. Color—with the brush. Objects and nature. 4. Pen and ink—objects and nature.

Middle C, Fourth Term: 1. Composition. 2. Pencil drawing—nature and objects. 3. Water color. 4. Clay.

Middle B, Fifth Term: 1. Drawing from casts in different mediums. 2. Composition. 3. Water color.

Senior B, Seventh Term: Method term. General review.

Senior A, Eighth Term: One period per week in methods and helps for work in the Training School.

### SLOYD.

The manual training consists of a variety of occupations. The materials used are clay, paper, wire, cardboard, and wood.

This subject was introduced and is maintained as an educational factor in school life. Every conscious act of the outward bodily life is first rehearsed in the inner thought life, and as every step in manual training is a voluntary act, so every exercise in Sloyd becomes a problem to be solved.

The cardboard work is divided into three series: 1. Plain geometrical forms. 2. A folded series representing type form solids. 3. A series of useful cover paper models.

The wood sloyd embodies mechanical drawings, execution in wood-work, sharpening of tools, chip and relief carving, analysis of models, and theory of manual training.

### DOMESTIC ART AND DOMESTIC SCIENCE.

It is believed that teachers need special training in the application of knowledge to healthful and economical living. Hence during the coming year departments of Domestic Art and of Domestic Science will be organized. No definite outline of the work can be given at this time, as it must be a matter of growth, dependent upon the possible facilities for carrying on the work as well as upon the needs of our students. Work in Chemistry, Physiology, Bacteriology, Biology, and Physics will have in view the practical application of their facts and principles to better and truer living. Laboratory work will become practical when it finds its application in the domain of the home. "The instant the State assumes the right to teach manual training, that moment has it included household arts in such training: while those who are discontented with the unproductive utilities of knowledge see in extension of manual training the road to self-support and patriotic citizenship."

The improvements in the building now under way have been especially planned with this work in view. There will be a large, well-equipped kitchen, and a commodious lunch room. Work will be so planned that noon-luncheon can be furnished to students as a practical outcome of the instruction and work of the several classes.

### PHYSICAL TRAINING.

The aim of this department is, primarily, health—to promote the general health, to develop the body symmetrically, and thus assist in the mental development of each student. In order to reach the best results as rapidly as possible, physical measurements are taken of all the entering students: they are arranged in groups, and systematic gymnastic work, carefully graded to suit the needs of the groups, is given, besides special prescription exercises for individual students. Supplementing the gymnastic work of the first year, a series of talks on personal hygiene is given.

First Year—The work of the first year is largely corrective work, to train correct habits of standing, sitting, and walking and to conserve nervous energy. For this purpose we use free movements, marching, elementary apparatus work, and games.

Second Year—More advanced free movements, apparatus work for training strength and endurance, and games.

Third Year—In addition to the physical exercises the theory of gymnastics is introduced, methods of conducting class work are discussed, students teach, and observe and criticise student-teachers.

Fourth Year—Methods of teaching children.

Throughout the course, students are encouraged to take plenty of outdoor exercise, walking, cycling, tennis, and basket ball.

Hygienic dress is insisted upon during gymnastic periods.

## THE LIBRARY.

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The library contains about eighty-seven hundred volumes, accurately classified and arranged on low shelves, to which the students have free access. The use of the library is further facilitated by a card catalogue containing, besides the title of every book and the name of its author, about three thousand references to magazines and other works whose titles do not indicate their contents. These references are mainly on the subjects of geography, history, and literature, and have been prepared by the teachers of those subjects.

While the desirability of supplying good reading for leisure hours has not been overlooked in the choice of books, the main purpose has been to provide the means of pursuing the branches prescribed in the course of study. The subjects most fully represented are: Psychology and education, science, travel, history and government, and literature. In addition to the above there are files of the leading literary and educational periodicals.

The annual additions to the library have averaged about five hundred volumes; great care has been taken in the selection of books, and the free use made of them by students shows that the collection is well adapted to the purpose for which it is intended.

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## SOCIETY LIFE.

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There are the usual Societies, Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, etc., for the promotion of the literary, Christian, and social life, and the amusement of students that are active in most schools of this class. Everything consistent with the main purpose of the school is done by the Faculty to make the social life of students as pleasant and varied as possible.

## CATALOG OF STUDENTS.

### FOURTH YEAR—SENIOR A.

Abbott, Arthur .....	Compton.	Goetz, John .....	Los Angeles.
Adams, Romola .....	Los Angeles.	Gray, Laura .....	Downey.
Amick, Myrtle .....	Oceanside.	Green, Jennie .....	Los Angeles.
Austin, Juanita .....	Long Beach.	Grey, Grace .....	Los Angeles.
Bailey, Alice .....	Alameda.	Haas, Mamie .....	Los Angeles.
Bailey, Letha .....	Los Angeles.	Hackenson, Hilma .....	Los Angeles.
Baker, Julia .....	Los Angeles.	Haines, Alice .....	Escondido.
Ball, Kate .....	San Bernardino.	Harrington, Margaret .....	Virginia Cy, Nev.
Barnes, Mabel .....	Los Angeles.	Hattery, Bessie .....	East Highland.
Barron, Pearl .....	Compton.	Hendershott, Frances .....	Los Angeles.
Bean, Jane .....	San José.	Hendricks, Dorothy .....	Los Angeles.
Blind, Linnian .....	Los Angeles.	Holmes, Dorothy .....	Carpinteria.
Boden, George .....	Los Angeles.	Huff, William .....	Corona.
Boehncke, George .....	Prospect Park.	Hugunin, May .....	Los Angeles.
Borthwick, Isabel .....	Ontario.	Hunter, Keysey .....	San Diego.
Bosbyshell, Mary C. ....	Los Angeles.	Johnson, Edna .....	Los Angeles.
Brainard, Maude .....	Los Angeles.	Jones, Zella .....	Riverside.
Brauer, Thusnelda .....	Pasadena.	Keeler, Leanore .....	Los Angeles.
Breen, Nellie .....	Los Angeles.	Kline, Odessa .....	Los Angeles.
Brown, Corris .....	Los Angeles.	Lambert, Mabel .....	Pasadena.
Brown, Maude .....	Los Angeles.	Lambie, Grace .....	Los Angeles.
Brunson, May .....	Downey.	Lane, Robert .....	Los Angeles.
Burke, Agnes .....	Rivera.	Langman, Nellie .....	Goleta.
Burke, Edith .....	Toluca.	Lawrence, Elmer .....	Downey.
Burnett, Grace .....	Los Angeles.	Laws, Junius .....	Los Angeles.
Callis, Marian .....	Ventura.	Laws, Ovid .....	Los Angeles.
Campbell, Frank .....	Santa Ana.	Lepley, Minnie .....	Alhambra.
Christensen, Clara .....	Garden Grove.	Lindsay, Ruby .....	Los Angeles.
Claypool, Mildred .....	Los Angeles.	Lisk, Susibell .....	Pasadena.
Cooper, Rebecque .....	Los Angeles.	Little, Maude .....	Prospect Park.
Cooper, Ruth .....	Los Angeles.	Mackenzie, Anna .....	Los Angeles.
Cuff, Lillie .....	San Diego.	Martin, Mary .....	Los Angeles.
Cunningham, Ida .....	Los Angeles.	Maxson, Edgar .....	Rivera.
Curry, Abbie .....	Los Angeles.	McAdam, Isabel .....	Pasadena.
Darling, Stella .....	Pasadena.	McArthur, Jessie .....	Los Angeles.
Davis, Maude .....	Los Angeles.	McCarthy, Emma .....	Garvanza.
Dietrich, Edward .....	Los Angeles.	Meacham, Kate .....	Los Angeles.
Doss, Grace .....	Los Angeles.	Merriman, Nina .....	Los Angeles.
Dowell, Adrienne .....	Santa Ana.	Mills, Sadie .....	National City.
Embody, Thraso .....	Highland.	Mitchell, Mary .....	Pasadena.
Fanning, Mamie .....	Los Angeles.	Moody, Mabel .....	Los Angeles.
Fisch, Ida .....	Los Angeles.	Moon, Edith .....	Riverside.
Flook, Eva .....	Santa Ana.	Morrow, Lorena .....	Los Angeles.
Freeman, Alice .....	Los Angeles.	Munk, Grace .....	Los Angeles.
Glick, Margaret .....	Los Angeles.	Murphy, Alice .....	Compton.



## FOURTH YEAR—SENIOR A—Continued.

Neel, Melvin .....	Newhall.	Savage, Margaret.....	San Pedro.
Nemetz, Pauline .....	Anaheim.	Saxton, Ella .....	Bloomington, Mich.
Netz, Joseph .....	Los Angeles.	Schatte, Dorena .....	Los Angeles.
Noble, Mary .....	Ontario.	Shorten, Laurie .....	Los Angeles.
Noyes, Mabel .....	Los Angeles.	Stafford, Helen .....	Los Angeles.
Olson, Josephine .....	Alhambra.	Stancer, Josephine.....	San Bernardino.
Papina, Josephine .....	Placerville.	Stebbins, Mae .....	Los Angeles.
Parker, Lulu .....	Pomona.	Sterry, Nora .....	Los Angeles.
Payne, Ella .....	Los Angeles.	Thompson, Nellie .....	Los Angeles.
Peckham, Edith .....	Los Angeles.	Thomson, Jessie .....	Los Angeles.
Peckham, Helen .....	Syracuse, N. Y.	Turner, Bessie .....	Los Angeles.
Perry, Grace .....	Los Angeles.	Tyler, Elsie .....	Whittier.
Perry, Zanita .....	Los Angeles.	Vincent, Elizabeth .....	Los Angeles.
Peters, Millie .....	Tropico.	Waite, Margaret .....	Los Angeles.
Pfaffenberger, Carrie .....	Los Angeles.	Walters, Lydia .....	Compton.
Phillips, Lulu .....	Cambria.	Ware, Agnes .....	Garden Grove.
Porter, Carrie .....	Fullerton.	Weatherholt, Idell .....	Los Angeles.
Reavis, Mary .....	Los Angeles.	White, Gertrude .....	Los Angeles.
Redmond, Mamie .....	Los Angeles.	White, William E. ....	Rivera.
Rehart, Minnie .....	Camulos.	Williams, Matie .....	Los Angeles.
Reinhard, James .....	Prospect Park.	Woods, Mattie .....	Los Angeles.
Rich, Florence .....	Glendale.	Woodson, Meta .....	Ramona.
Richardson, Grace .....	Omaha, Neb.		Total, 136.
Riddell, Ione .....	Los Angeles.		

## FOURTH YEAR—SENIOR B.

Abbott, Emilita .....	Los Angeles.	Green, Wilmah .....	Tallula, Illinois.
Adams, Mabel .....	Pomona.	Haffen, Florence .....	Los Angeles.
Adams, Rallah .....	Los Angeles.	Harrington, Helen .....	Oakland.
Allen, Blanche .....	Los Angeles.	Hornbeck, Stella .....	Los Angeles.
Allen, Mary .....	Los Angeles.	Jodon, Beatrice .....	Pasadena.
Austermell, Bessie .....	Los Angeles.	Kerr, Flora .....	Orange.
Baker, Josephine .....	Los Angeles.	Kier, May .....	San Bernardino.
Barnes, Daza .....	Escondido.	Kirkpatrick, Eunice ....	Los Angeles.
Bollong, Stella .....	San Bernardino.	Lutge, June .....	Burbank.
Boquist, Cora .....	Los Angeles.	McGill, May .....	Santa Ana.
Brown, Florence .....	Los Angeles.	Mead, Margaret .....	Los Angeles.
Clarke, Emily .....	Los Angeles.	Merrill, Frank .....	Florence.
Collins, Laura .....	Los Angeles.	Miller, Edith .....	Los Angeles.
Cottle, Lura .....	Shermanton.	Miller, Pearl .....	Lawrenceburg, Indiana.
Day, Jessie .....	De Luz.	Mutersbaugh, Emma .....	Los Angeles.
Dickey, Mabel .....	Westminster.	Neuhart, Justine .....	Los Angeles.
Dickson, Etta .....	Los Angeles.	Newell, Florence .....	Los Angeles.
Elden, Edna .....	Cloverdale.	Norton, Cecilia .....	Los Angeles.
Ellsworth, de Grace .....	Los Angeles.	Palmer, Winnie .....	Los Angeles.
Fallis, Mary .....	Los Angeles.	Patterson, Mabel .....	Glendale.
Fishburn, Rose .....	San Diego.	Peet, Mary R. ....	Los Angeles.
Frackelton, Lena .....	Los Angeles.	Peirce, Minnie B. ....	Azusa.
Frink, Lillian .....	Los Angeles.	Pollans, Kate .....	Los Angeles.
Gardner, Orra .....	Orange.	Raymer, Edna .....	Los Angeles.
Goodhart, Katherine .....	Hemet.	Randall, Nellie .....	Los Angeles.
Goodrich, Sue .....	Clearwater.	Redmond, Ella .....	Los Angeles.

## FOURTH YEAR—SENIOR B—Continued.

Rolfe, Banna .....	Los Angeles.	Travis, Isabel.....	Los Angeles.
Ruddy, Mabel.....	Los Angeles.	Variel, Lora .....	Los Angeles.
Segerstrom, Christine.....	Orange.	Whims, Minnie.....	Los Angeles.
Simons, Beatrice.....	Keene.	Whitaker, Forrest.....	Los Angeles.
Smith, Jacintha .....	Los Angeles.	Yarnell, Mamie .....	Los Angeles.
Stewart, Guy .....	San Bernardino.	Total, 64.	
Stuart, Grace .....	Los Angeles.		

Number of students in Senior A class .....	136
Number of students in Senior B class.....	64
Total number of students in Fourth Year.....	200

## THIRD YEAR—MIDDLE A.

Alexander, Eva .....	Los Angeles.	Hendricks, Edith.....	Los Angeles.
Allen, Mary C. ....	Los Angeles.	Holmes, Olive.....	Reedley.
Banks, Belle .....	Los Angeles.	Houser, Lela .....	Los Angeles.
Barry, Lottie.....	Ventura.	Hull, Lulu .....	Los Angeles.
Bigham, Leonard.....	Woodville.	James, Myrtle .....	Pomona.
Boehncke, Frieda .....	Prospect Park.	Johnson, Mabel .....	Los Angeles.
Borden, Ada.....	Los Angeles.	Jones, Adelaide.....	Los Angeles.
Brubaker, Charles .....	Girard, Illinois.	Kerns, Page .....	Los Angeles.
Bushnell, Helen.....	Los Angeles.	Latham, Julia .....	Los Angeles.
Chappelow, Amy.....	Monrovia.	Lawless, Claude.....	Visalia.
Christensen, Serena.....	Garden Grove.	Lewis, Jessie.....	Los Angeles.
Christiansen, Freddie.....	Exeter.	Lindsey, Lawrence.....	Los Angeles.
Clapp, Mattie.....	Orosi.	Lorbeer, Melvin .....	Pomona.
Cocke, Ethel.....	Downey.	Lynn, Frank .....	Los Angeles.
Cocke, Mabel.....	Downey.	Matthewson, Helen .....	Los Angeles.
Cocke, Nellie .....	Downey.	McAfee, Maude.....	Los Angeles.
Conrad, Roy.....	Springville.	McCallum, Helen .....	Los Angeles.
Cox, Mildred.....	Los Angeles.	McMordie, Lula.....	Gardena.
Coy, Lottie .....	Los Angeles.	Mee, Inez.....	San Bernardino.
Crum, Mabel.....	Compton.	Mee, Nettie .....	San Bernardino.
Curtis, Florence .....	Huron, S. Dakota.	Monroe, Emily.....	Los Angeles.
Davies, Grace.....	Pasadena.	Morris, Daisy .....	Los Angeles.
Dempsey, Nellie.....	El Rio.	Morton, Herma .....	Los Angeles.
Dougherty, Ruth.....	Pasadena.	Morton, Mabel .....	Los Angeles.
Duckworth, Guy .....	Garden Grove.	Neilson, Amy .....	Exeter.
Evans, Marie.....	Pierre, S. Dakota.	Noble, Amy .....	Ontario.
Farnsworth, Grace.....	Los Angeles.	Ogborn, Eva.....	Hueneme.
Finch, Laura .....	Los Angeles.	Pann, Julia .....	Riverside.
Fine, Anna .....	San Bernardino.	Phillips, Edith .....	Los Angeles.
Fitzhugh, Anna .....	Los Angeles.	Quinn, Edith.....	El Monte.
Fultz, Alice.....	Los Angeles.	Reinhard, Charles.....	Prospect Park.
Ganahl, Antoinette .....	Los Angeles.	Rolph, Estelle .....	Pomona.
Garey, Julia .....	Los Angeles.	Rosa, Lena .....	Glendora.
Graham, Frances.....	San Francisco.	Sams, May.....	Los Angeles.
Green, Bonnie.....	Los Angeles.	Schubert, Anna .....	Los Angeles.
Gregory, Elizabeth.....	Los Angeles.	Scott, Bertha .....	Los Angeles.
Griffith, Anna.....	Monrovia.	Shults, Clarence.....	Los Angeles.
Harlan, Browning.....	Los Angeles.	Smith, Mabel.....	Los Angeles.
Harrington, Marion.....	Los Angeles.	Spencer, Julia .....	Manzana.

## THIRD YEAR—MIDDLE A—Continued.

Soper, Edna .....	Pomona.	Weaver, Maude .....	Highland Park.
Steinart, Effie .....	Downey.	Wellcome, Myrtle .....	Los Angeles.
Stephens, Madge .....	Prospect Park.	Whetsell, Agnes .....	Prospect Park.
Steward, Alma .....	Santa Ana.	Whittington, Florence .....	Los Angeles.
Swerdfeger, Grace .....	Pomona.	Williams, Irene .....	Ventura.
Sylva, Isabel .....	Wilmington.	Withers, Catherine .....	Los Angeles.
Troconiz, Carmelita .....	Los Angeles.	Wolfe, Bernice .....	Los Angeles.
Tullis, Eva .....	Shermanton.	Woodin, Grace .....	Artesia.
Turner, Leslie .....	Los Angeles.	Wright, Margaret .....	Los Angeles.
Van Deventer, Rose .....	Redlands.	Zuber, Augusta .....	Los Angeles.
Washburn, Ella .....	Los Angeles.		Total, 99.

## THIRD YEAR—MIDDLE B.

Amsbury, Zella .....	Los Angeles.	Keach, Minta .....	Los Angeles.
Anderson, Jessie .....	Visalia.	Kennedy Dellphena .....	Orange.
Anderson, Victor .....	Long Beach.	Kingsley, Helen .....	Los Angeles.
Baker, Sarah .....	Oakdale.	Knappe, Bessie .....	San Bernardino.
Ball, Cora .....	Woodville.	Lea, Ermal .....	Los Angeles.
Beam, Carrie .....	San Bernardino.	Leake, Norman .....	Pasadena.
Bodkin, Agnes .....	Los Angeles.	Lee, Maude .....	Los Angeles.
Borthick, Nona .....	Tropico.	Lillie, Ruby .....	Hueneme.
Burnett, May .....	Los Angeles.	Lipe, Mary .....	Los Angeles.
Butler, J. Brunson .....	Downey.	Machado, Ylaria .....	Santa Monica.
Butler, Jessie .....	Downey.	Matlock, Claire .....	Los Angeles.
Caldwell, Mattie .....	Los Angeles.	McCann, Leon .....	Los Angeles.
Clarke, Victoria .....	Los Angeles.	Metcalf, Daisy .....	Los Angeles.
Cloftelter, Goda .....	Visalia.	Miller, Therese .....	Colegrove.
Collins, Mary .....	Los Angeles.	Morris, Maude .....	Los Angeles.
Colliver, Lida .....	San Bernardino.	Murphey, Grace .....	Prospect Park.
Daniels, Aimee .....	Pasadena.	Nelson, Daisy .....	San Luis Obispo.
Dodge, Florence .....	Los Angeles.	Olsen, Clara .....	Los Angeles.
Dooner, Mabel .....	Los Angeles.	Pardee, Blanche .....	Los Angeles.
Emery, Lottie .....	Los Angeles.	Parker, Maud .....	Corona.
Enright, Ellen .....	Los Angeles.	Petray, Laura .....	Healdsburg.
Fanning, William .....	Los Angeles.	Rosenthal, Helen .....	Shermanton.
Findley, Edna .....	Paso de Robles.	Satterlee, Louise .....	Los Angeles.
Fleischner, Ethel .....	Pasadena.	Savage, Ada .....	Los Angeles.
Ford, Anna .....	Los Angeles.	Sheldon, Harriet .....	Ventura.
Freeman, Ethel .....	Los Angeles.	Thomas, Lucy .....	Los Angeles.
Goodhue, Elsie .....	Los Angeles.	Tuthill, Anna .....	Los Angeles.
Graham, Mabel .....	Los Angeles.	Underwood, Evalyn .....	Highland Park.
Greene, Grace .....	Los Angeles.	Wagenbach, Beatrice .....	Los Angeles.
Griscom, Irene .....	Los Angeles.	Whelan, Nellie .....	Santa Monica.
Gunning, Mabel .....	Santa Monica.	Whims, Louie .....	Los Angeles.
Haley, Augusta .....	Pomona.	Widney, Marie .....	Garvanza.
Harbour, Myrtle .....	Rosemond, Ill.	Winters, Nellie .....	Los Angeles.
Harley, Fannie .....	Globe, Ariz.	Withers, Lewis .....	Los Angeles.
Harrison, Grace .....	San Bernardino.	Wright, Clara .....	Los Angeles.
Henderson, Jessie .....	Kelseyville.	Wright, Florence .....	Santa Monica.
Hindorff, Leora .....	Fallbrook.		Total, 74.
Holway, Elsie .....	Los Angeles.		

Number of students in Middle A class .....

99

Number of students in Middle B class .....

74

Total number of students in Third Year .....

173

## SECOND YEAR—MIDDLE C.

Ausmus, Madie.....	Portland, Oregon.	Jones, Mary .....	Bolsa.
Bercaw, Emma .....	Glendale.	Kaneen, Pattie .....	Los Angeles.
Bigelow, Eunice .....	Redlands.	Kevane, Kate .....	San Gabriel.
Bradley, Grace .....	Ontario.	Lapp, Lizzie.....	Salina, Kansas.
Cathcart, Lillian .....	Pasadena.	Lietzau, Cora.....	Los Angeles.
Chaffee, Edward .....	Garden Grove.	Lingfelter, Bessie .....	Los Angeles.
Chandler, Moses .....	Tropico.	Lloyd, Eleanor.....	Los Angeles.
Cobler, Ethel.....	Los Angeles.	Lyon, Sarah .....	Los Angeles.
Collins, Daisy .....	Los Angeles.	Magoffin, Russell.....	Garden Grove.
Collins, Lulu .....	Los Angeles.	Mantz, Lizzie .....	Santa Maria.
Coulson, Mabel .....	Los Angeles.	McMordie, Ella .....	Gardena.
Davis, Ethel.....	Lakeview.	Moore, Stella.....	Los Angeles.
Dimmick, Carrie .....	Los Angeles.	Mullin, Jane.....	Ventura.
Doan, Ethel .....	Los Angeles.	Parker, Mabel .....	Orange.
Dodge, Laura .....	Los Angeles.	Parker, Myrtle .....	Orange.
Doyle, Mary .....	Verdugo.	Pendleton, Ella .....	Downey.
Duffey, Zilla.....	Los Angeles.	Phelan, Annie .....	Whittier.
Dunn, Josie.....	Los Angeles.	Pierce, Vora .....	Los Angeles.
Elmendorf, Mae.....	Los Angeles.	Prescott, Ruth.....	Santa Ana.
Free, Viva .....	Baird.	Robinette, Mary .....	Los Angeles.
Gallup, Luke .....	Westminster.	Robison, Milton.....	Garvanza.
Gill, Grace.....	San Bernardino.	Ruess, Harry .....	Los Angeles.
Graf, Louise.....	Banning.	Ruston, Anna .....	Los Angeles.
Gray, Isabel.....	Philomath, Oregon.	Scherer, Clara .....	Palmdale.
Groce, Edith .....	Los Angeles.	Schlegel, John .....	Los Angeles.
Groce, Bernice.....	Pomona.	Scofield, Florence .....	Compton.
Groenendyke, Elizabeth ..	Chatsworth.	Sonneman, Mamie .....	Los Angeles.
Groshong, Millard.....	Los Angeles.	Stuart, Edith .....	Los Angeles.
Haas, Lena .....	Los Angeles.	Travis, Bessie .....	Los Angeles.
Harshman, Elbert.....	Los Angeles.	Van Winkle, Mae .....	Toluca.
Hickcox, Gail.....	Etiwanda.	Welte, Constance.....	Del Mar.
Horton, Minnie .....	Los Angeles.	Wilson, Alice.....	Visalia.
Inglis, Glennie.....	Florence.	Woodbury, Addie .....	Los Angeles.
Jenkin, Winnie .....	Los Angeles.		Total, 68.
Johnson, Gretchen.....	Los Angeles.		

## SECOND YEAR—MIDDLE D.

Bagley, Grace .....	Los Angeles.	Morgan, Edith .....	Los Angeles.
Bartlett, Grace .....	Pomona.	Parker, Susan .....	Los Angeles.
Borden, Ella.....	Hynes.	Rawson, James.....	Hemet.
Bourland, Olen.....	Bishop.	Requa, Clarence.....	Los Angeles.
Bradrick, Carmah.....	Los Angeles.	Ruhland, Venie.....	Alhambra.
Clement, Effie.....	Los Angeles.	Sherman, Margaret .....	Santa Maria.
Foxen, Inez .....	Los Angeles.	Sugg, Susie.....	Rivera.
Fryer, Maude .....	Spadra.	Thompson, Gladys.....	Santa Barbara.
Gifford, Henrietta.....	Los Angeles.	Thompson, Pearl .....	Santa Barbara.
Gilson, J. Hall .....	Los Angeles.	Tuttle, Alma .....	Los Angeles.
Groves, Emma .....	Los Angeles.	Umstead, Cordia .....	Springville.
Hagans, Clara .....	Springville.	Widney, Josie.....	Garvanza.
Hoechlin, Louise .....	Colegrove.	Williams, Katie .....	Downey.
Horton, Olive.....	Piru City.	Wirtschaft, Olga .....	Los Angeles.
Hutt, James .....	Garden Grove.	Wolfe, Nellie.....	Nordhoff.
Mason, Myrtle .....	Chino.		Total, 32.
Maxfield, George .....	Jamul.		

Number of students in Middle C class.....	68
Number of students in Middle D class.....	32
Total number of students in Second Year.....	100

## FIRST YEAR—JUNIOR A.

Ahlstrom, Arthur.....	Florence.	Lindsey, Nora.....	Los Angeles.
Aldrich, Ada.....	Los Angeles.	Lynch, Clara.....	Los Angeles.
Ambrose, Wiley.....	Los Angeles.	McKechnie, Mildred.....	Riverside.
Ball, Effie.....	Woodville.	McKnight, Minnie.....	Los Angeles.
Bean, Edith.....	Los Angeles.	Merrill, Arthur.....	Florence.
Benn, May.....	Springville.	Miller, Lottie.....	Downey.
Bigham, Charles.....	Woodville.	Milliken, Amy.....	Colton.
Bollinger, Lela.....	Tajauta.	Milsap, Lena.....	Los Angeles.
Bowen, Josie.....	Buena Park.	Morgan, Geoffrey.....	Los Angeles.
Brown, Arthur.....	Los Angeles.	Murchison, Dora.....	Los Angeles.
Burch, Beatrice.....	Los Angeles.	Newsom, Willis.....	Garden Grove.
Cain, Luther.....	Los Angeles.	Nobles, Ora.....	Toluca.
Carner, Bert.....	Los Angeles.	Noyes, Alice.....	Los Angeles.
Chandler, Flora.....	Tropico.	Patterson, Pearl.....	Burbank.
Chase, Walter.....	Los Angeles.	Pinger, Myrtle.....	Los Angeles.
Cole, Helen.....	Los Angeles.	Porter, Ida.....	San Bernardino.
Cottle, Elsie.....	Shermanton.	Preston, Lida.....	San Francisco.
Coulter, Della.....	Los Angeles.	Prince, Alice.....	Toluca.
Cunningham, Veola.....	Windsor.	Ray, Eliza.....	Prairie City, Oregon.
De Camp, Louise.....	Alhambra.	Reynolds, Rosa.....	Los Angeles.
De Witt, Bessie.....	Northwalk.	Riddell, Hardy.....	Burbank.
Dickey, Lena.....	Westminster.	Riecker, Myrtle.....	Tucson, Arizona.
Drachman, Myra.....	Tucson, Arizona.	Ronan, Richard.....	Los Angeles.
Ellis, Katherine.....	Los Angeles.	Rothe, Emilie.....	Garvanza.
Errett, Mary.....	Traver.	Sackett, Zella.....	Hollywood.
Fitch, Florence.....	Los Angeles.	Saunders, Katherine.....	Los Angeles.
Flood, Eva.....	Los Angeles.	Scott, May.....	San Bernardino.
Furrow, Daisy.....	Lakeview.	Sessler, Nellie.....	Los Angeles.
Goodrich, Hattie.....	Garvanza.	Shafer, Chloe.....	Los Angeles.
Greenslade, Calla.....	Los Angeles.	Smith, Viola.....	Corralitos.
Haines, May.....	Verdugo.	Sprague, Helen.....	Los Angeles.
Hammel, Edna.....	Florence.	Stanton, Mamie.....	Los Angeles.
Hanson, Margaret.....	Los Angeles.	Stayton, William.....	Los Angeles.
Helvie, Carlene.....	Garden Grove.	Steinmeyer, Ida.....	Los Angeles.
Hickcox, Ida.....	Etiwanda.	Streeter, Lillian.....	Los Angeles.
Hickcox, Robert.....	Etiwanda.	Thaxter, Allegra.....	Florence.
Howland, Stanley.....	Toluca.	Totty, Hattie.....	Los Angeles.
Hughes, Lulu.....	Downey.	Trefethen, Nellie.....	San Pedro.
Hurley, Mary.....	Los Angeles.	Witman, Amy.....	Los Angeles.
Hutchinson, Julietta.....	Los Angeles.	Work, Nellie.....	Los Angeles.
James, Inez.....	Whittier.	Yager, Jennie.....	Shermanton.
Johnson, Anna.....	Riverside.	Yager, Susan.....	Los Angeles.
Johnson, Grace.....	Rosedale.	Yoder, Lizzie.....	Llano.
Johnson, Mildred.....	Rosedale.		
Light, Mary.....	Wilmingon.		Total, 88.



## FIRST YEAR—JUNIOR B.

Barton, Daisy .....	Jamison.	Hubbert, Elizabeth.....	San Luis Rey.
Blakeley, Ethel .....	Lemoore.	Kenevan, Bessie .....	Santa Barbara.
Bowman, Sylvia .....	Los Angeles.	Kuhlman, Florence.....	Ventura.
Brierly, Mattie .....	Los Angeles.	Lawrence, Ida .....	Los Angeles.
Cheesman, Jessie.....	Los Angeles.	Light, Mary .....	Wilmington.
Coy, Myrtle .....	Palmdale.	Martin, Florence.....	Los Angeles.
Craig, Ella.....	Los Angeles.	Matlack, Idella .....	Buena Park.
Culver, Ella .....	Whittier.	McMartin, Edna.....	Springville.
Diffenderfer, Nellie .....	Los Angeles.	Ming, Charlene .....	Los Angeles.
Dimmick, Mabel .....	Los Angeles.	Mitchell, Mary .....	Los Angeles.
Eldridge, Lynlie .....	Los Angeles.	Moody, Ethel.....	Los Angeles.
Evans, Odelle .....	Los Angeles.	Paul, Bessie .....	Los Angeles.
Evans, Zouella .....	Los Angeles.	Pluth, Clara .....	Santa Monica.
Frackelton, Jessie.....	Los Angeles.	Ragoss, Clara .....	Los Angeles.
Frances, Corinne .....	Los Angeles.	Reinhard, Lottie .....	Prospect Park.
Freeman, Alice .....	Los Angeles.	Rose, May .....	The Palms.
Fuller, Ida .....	Hynes.	Skidmore, Anita.....	Downey.
Gade, Laura .....	Anaheim.	Stearns, Evalyn.....	Los Angeles.
Gibbs, Carlisle.....	Alleghany	Stevens, Leah .....	Gardena.
Gill, Ellice .....	Springville.	Sturgis, Mary .....	Los Angeles.
Goode, Fay .....	Glendale.	Tunnison, Arthur .....	Westminster.
Graves, Ethel .....	Los Angeles.	Virgin, Laura .....	Artesia.
Griffith, Hattie .....	Los Angeles.	Wagar, Alice .....	Los Angeles.
Hanson, Margaret.....	Los Angeles.	Wallace, Elsie.....	Los Angeles.
Harris, Lucia .....	Downey.	Weldon, Gertrude.....	Los Angeles.
Hawley, Mary .....	Los Angeles.	White, Wallace.....	Garden Grove.
Hayward, Lottie .....	Los Angeles.	Wilson, Louise.....	Los Angeles.
Hibble, Hattie.....	Winchester.	Worthington, Ethel.....	Los Angeles.
Hickson, Olive .....	Los Angeles.		Total, 57.

Number of students in Junior A class ..... 88

Number of students in Junior B class ..... 57

Total number of students in First Year..... 145

## KINDERGARTEN TRAINING DEPARTMENT—SENIOR YEAR.

Arnold, Martha.....	Los Angeles.	Kirk, Alice .....	Los Angeles.
Bradford, Lillian.....	Los Angeles.	Layne, Mary .....	Pomona.
Bumiller, Emma.....	Los Angeles.	Louis, Helen .....	Los Angeles.
Cocke, Amy .....	Los Angeles.	Reynolds, Edna.....	Oakland.
Curran, Pauline.....	Los Angeles.	Will, Anna .....	McArthur, Ohio.
Fishburn, May.....	San Diego.	Wilson, Mabel.....	Pasadena.
Hotson, Ada .....	Riverside.		Total, 13.

## JUNIOR YEAR.

Allen, Grace.....	Los Angeles.	Harden, Isabel.....	Los Angeles.
Amsbury, Cassie .....	Los Angeles.	Harwood, Grace.....	Los Angeles.
Carvell, Juliet.....	Los Angeles.	McCormack, Blanche.....	Los Angeles.
Darcy, Leah .....	Los Angeles.	Merriman, Lurena.....	Los Angeles.
Dobbins, Gabrielle.....	San Gabriel.	Morgan, Agnes.....	Los Angeles.
Dryden, Ada.....	Los Angeles.	Parker, Cora .....	Los Angeles.
Dunkelberger, Gussie.....	Los Angeles.	Patterson, Irene.....	Los Angeles.
Gage, Mary.....	Riverside.	Rakestraw, Rita.....	Salem, Oregon.

## JUNIOR YEAR—Continued.

Slosson, Edna.....	Nordhoff.	Ward, Katherine.....	Los Angeles.
Tracy, Lulu.....	Fallbrook.	White, Annie.....	Pasadena.
Tyler, Mary.....	Pasadena.	Young, Lottie.....	Los Angeles.
Vestal, Sadie.....	Whittier.		Total, 23.

Number of students in the Senior class ..... 13

Number of students in the Junior class ..... 23

Total number of students in Kindergarten Training Department.... 36

## VISITING STUDENTS.

Greenfield, Minnie.....	Los Angeles.	Taylor, Minnie.....	Los Angeles.
Starr, Jessie.....	Oregon.		Total, 3.

Total number of students in Normal proper..... 618

Total number of students in Kindergarten Training Department..... 36

Total number of visiting students..... 3

Total number of students in Normal and in Kindergarten Training  
Department ..... 657

## NUMBER OF PUPILS IN MODEL AND TRAINING SCHOOL.

Number of pupils in Eighth Grade.....	35
Number of pupils in Seventh Grade.....	34
Number of pupils in Sixth Grade.....	29
Number of pupils in Fifth Grade.....	36
Number of pupils in Fourth Grade.....	30
Number of pupils in Third Grade.....	29
Number of pupils in Second Grade.....	58
Number of pupils in First Grade.....	69
Number of pupils in Kindergarten.....	55
Total number of pupils in Model and Training School.....	375

## GRADUATES.

### CLASS OF JUNE, 1899.

Baker, Bertha	Good, Sydney V.	Powell, Katherine Bleeker
Barnes, Adda Louise	Graham, Edith Pearl	Ramboz, Ina W.
Barron, Flora M.	Gray, Pearl E.	Rehbock, Elsie W.
Berry, Vida Helen	Grebe, Laura A.	Roberts, Alma Louise
Bland, Adelina	Griffith, Mabel	Rodgers, Robert J.
Bland, Harriet	Gunning, Alma	Sanford, Mary Adelia
Blum, Edith	Hamilton, Myrtle	Shaffer, Jennie Lenore
Bohan, Martha Baddington	Harris, Lila Amelia	Stewart, Jessie A.
Bowen, Cornelia E. Lorbeer	Higley, Alice Dean	Stone, Mabel
Cannon, Ellen Rose	Hinman, Gertrude Mae	Stratton, Edith Olive
Carpenter, Clara Ingham	Hoff, Clara	Stuhlman, Elizabeth C.
Carpenter, Mary Grace	Hogan, Laura Edith	Swain, Grace B.
Casey, Frances Lorena	Holcomb, Grace F.	Teale, Pearl Charlotte
Colton, Lydia A.	Holmes, Julia K.	Thorpe, Charles H.
Culver, Harriet E.	Kingery, Frances F.	Tritt, Jessie Amelia
Dick, Ona Verona	Lenton, Lavinia	Warren, Lillie
Dickinson, Lucia Isabella	Lopez, Guadalupe	Wade, Marie Bertha
Dwire, Julia	Lovejoy, Lena Goldsmith	White, Mildred E.
Enos, Dotha	Orr, Clara	Widney, Emma
Fellows, F. William	Pfaffenberger, Selma Ida	Young, Maude Agnes
Fraser, Jessie M.	Porter, Annette	Total, 62.

### KINDERGARTEN GRADUATES, JUNE, 1899.

Bourne, Jennie	Leland, Gertrude	Stoddart, Bessie Davina
Dickey, Ethel	Maynard, Elizabeth M.	Whitcomb, Elizabeth
Dodge, Nellie	Plimpton, Helen Louise	Whitlock, Maude
Ferguson, Hattie Ione	Smith, Clara Castella	Wood, Minnie C.
Hitt, Barbara Genery	Stanton, Carrie Belle	Total, 14.

Total number of graduates in June, 1899..... 76

### CLASS OF FEBRUARY, 1900

Adams, Romola May	Huff, William Frederick	Porter, Carrie Elizabeth
Amick, Myrtle Elizabeth	Huginin, Mary Etta	Rich, Florence Isadelle
Austin, Juanita V.	Keeler, E. Leanore	Saxton, Ella M.
Barnes, Mabel	Lambert, Mabel James	Stafford, Helen M.
Barron, Pearl L.	Langman, Nellie Andrews	Stancer, Josephine M.
Bean, Jane L.	Lawrence, Elmer W.	Stebbins, E. Mae
Blind, Linnian Elizabeth	McCarthy, Emma Agnes	Thompson, Nellie Janette
Boden, George A.	Meacham, Kate Capen	Thomson, Jessie Hill
Boehncke, George	Mitchell, Mary Bruce	Tyler, Elsie
Borthwick, Isabel	Moon, Edith Iona	Vincent, Elizabeth M.
Burnett, Grace Rita	Morrow, Harriet Lorena	Waite, Margaret Ada
Christensen, Clara Maria	Neel, Melvin	Walters, Lydia E.
Cooper, Rebecque M. J.	Nemetz, Pauline	Weatherholt, Idella S.
Fanning, Mamie E.	Noble, Mary Agnes	Woods, Mattie M.
Green, Jennie Pearl	Payne, Ella Belle	Woodson, Meta May
Hendricks, Dorothy I.	Peckham, Edith Chester	Total, 47.

## CLASS OF JUNE, 1900.

Bailey, Alice	Gray, Laura	Munk, Grace
Bosbyshell, Mary	Grey, Grace	Netz, Joseph
Brainard, Maude	Hackenson, Hilma	Noyes, Mabel
Brauer, Thusnelda	Harrington, Margaret	Parker, Lulu
Brown, Maude	Hendershott, Frances	Perry, Grace
Burke, Agnes	Johnson, Edna	Perry, Zanita
Burke, Edith	Jones, Zella	Pfaffenberger, Carrie
Callis, Marian	Kline, Odessa	Phillips, Lulu
Campbell, Frank	Lambie, Grace	Reavis, Mary
Claypool, Mildred	Lane, Robert	Redmond, Mamie
Cooper, Ruth	Lepley, Minnie	Rehart, Minnie
Davis, Maude	Lindsay, Ruby	Reinhard, James
Dowell, Adrienne	Little, Maude	Riddell, Ione
Embod, Thraso	Martin, Mary	Shorten, Laurie
Fisch, Ida	McAdam, Isabel	Sterry, Nora
Flook, Eva	McArthur, Jessie	Turner, Bessie
Freeman, Alice	Merriman, Nina	White, William
Glick, Margaret	Mills, Sadie	Williams, Matie
Goetz, John J.	Moody, Mabel	Total, 56

## KINDERGARTEN GRADUATES, JUNE, 1900.

Arnold, Martha	Fishburn, May	Reynolds, Edna	.
Bradford, Lillian	Hotson, Ada	Will, Anna	
Cocke, Amy	Layne, Mary	Wilson, Mabel	
Curran, Pauline	Louis, Helen	Total, 11.	

## NUMBER OF GRADUATES SINCE ORGANIZATION.

1. Year ending June 30, 1884.....	22
2. Year ending June 30, 1885.....	35
3. Year ending June 30, 1886.....	43
4. Year ending June 30, 1887.....	48
5. Year ending June 30, 1888.....	35
6. Year ending June 30, 1889.....	57
7. Year ending June 30, 1890.....	49
8. Year ending June 30, 1891.....	72
9. Year ending June 30, 1892.....	78
10. Year ending June 30, 1893.....	93
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Total number of graduates.....	1,129











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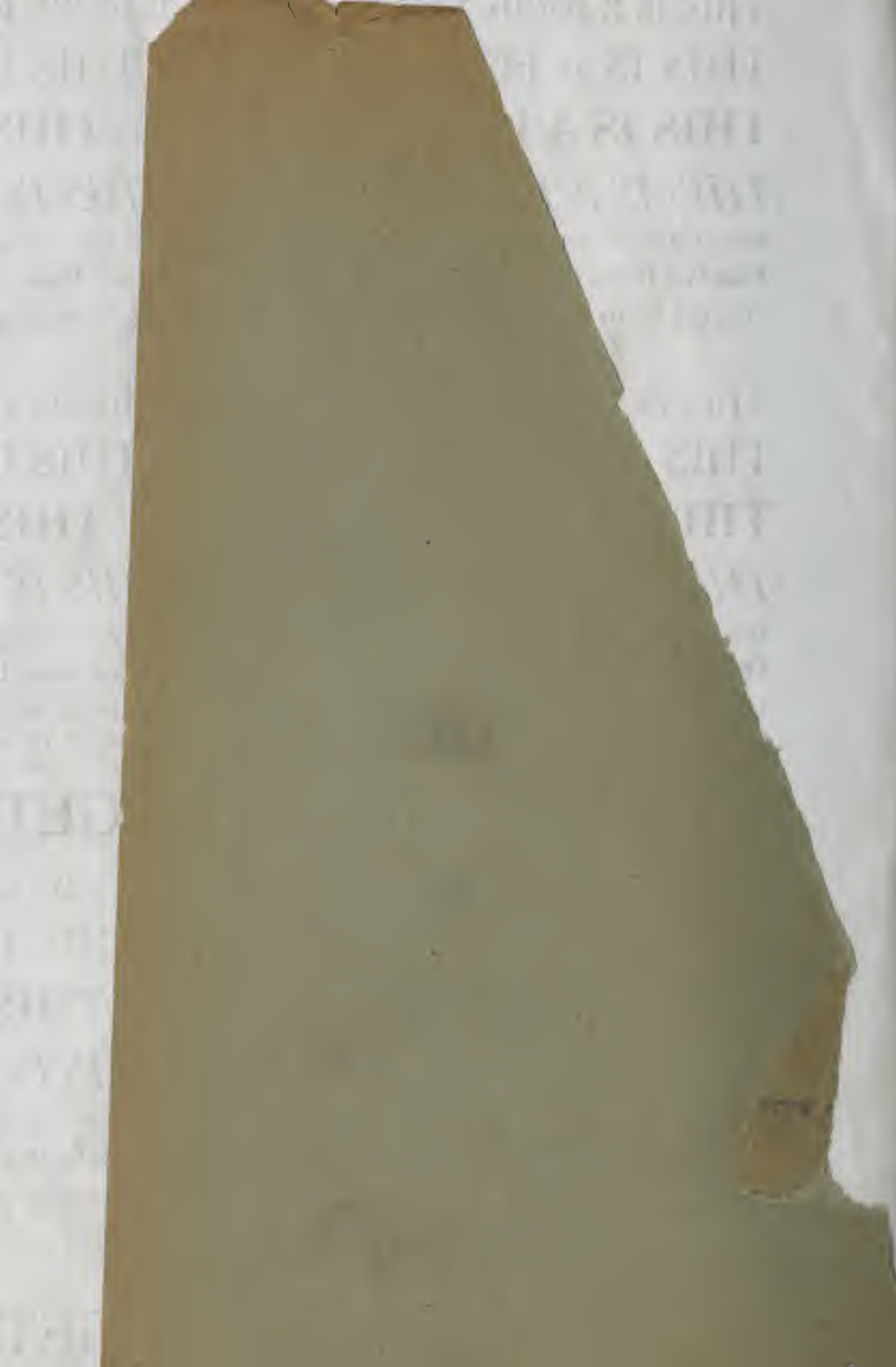
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LOS ANGELES  
CALIFORNIA

FOR THE

SCHOOL YEAR ENDING  
JUNE 30, 1901





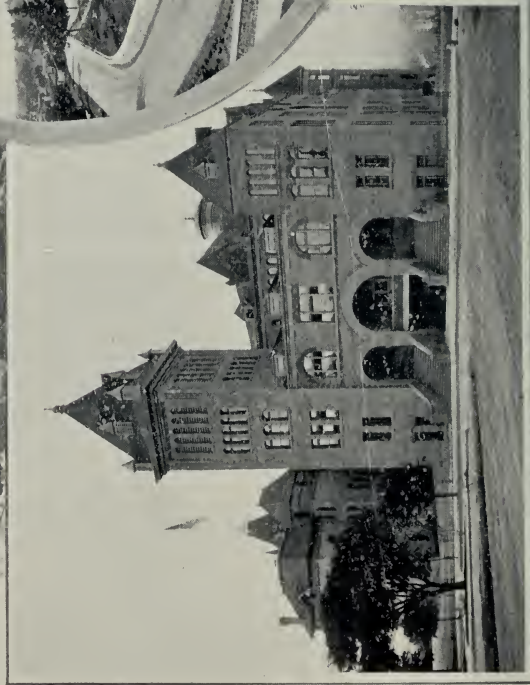
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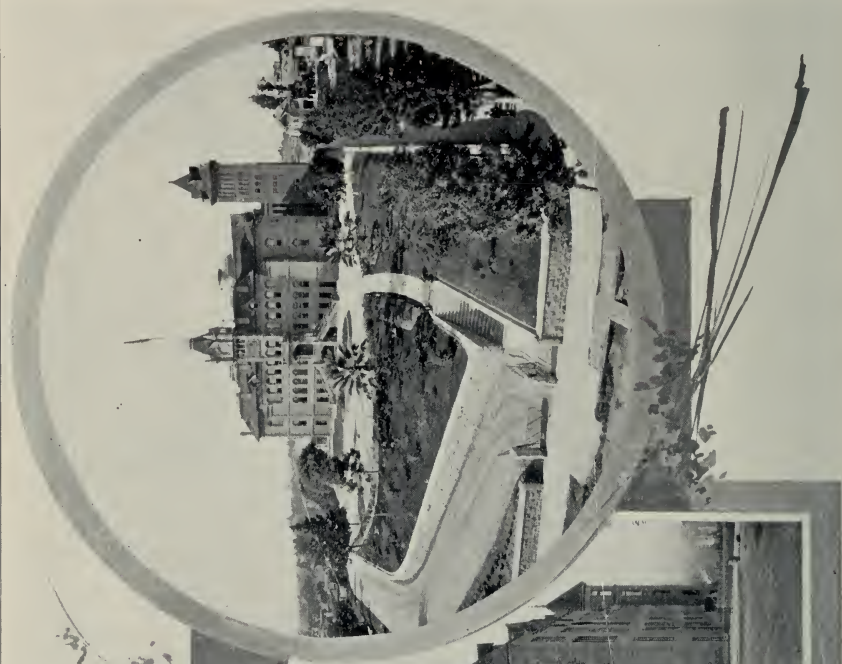


STATE NORMAL SCHOOL, LOS ANGELES, CALIFORNIA.  
Southeast View.





North Entrance.



East Entrance.

STATE NORMAL SCHOOL, LOS ANGELES.

NINETEENTH ANNUAL CATALOG

OF THE

# STATE NORMAL SCHOOL

AT

LOS ANGELES

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1901,

AND

CIRCULAR FOR 1901-1902.

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SACRAMENTO :

A. J. JOHNSTON, : : : SUPERINTENDENT STATE PRINTING.  
1901.



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# CALENDAR FOR 1901-1902.

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## FIRST TERM.

Entrance examinations, admission on credentials, and examinations for advanced standing and to remove conditions,

Monday, September 2, 1901

Term opens - - - - - Tuesday, September 3, 1901

Term closes - - - - - Thursday, January 30, 1902

Holiday vacation - - - December 20, 1901, to January 6, 1902

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## SECOND TERM.

Entrance examinations and admission on credentials,

Friday, January 31, 1902

All students entering at this time must be prepared to begin their work in advance of first year.

Term opens - - - - - Tuesday, February 4, 1902

Mid-term vacation - - - - - April 11 to 21, exclusive

Term closes - - - - - Wednesday, June 25, 1902

Commencement - - - - - Thursday, June 26, 1902

## BOARD OF TRUSTEES, 1900-1901.

---

HENRY T. GAGE,	- - - - -	Governor.
	Ex Officio.	
THOMAS J. KIRK,	- - -	Superintendent Public Instruction.
	Ex Officio.	
R. H. F. VARIEL,	- - - - -	Los Angeles.
HENRY W. O'MELVENY,	- - - - -	Los Angeles.
N. P. CONREY,	- - - - -	Los Angeles.
JOHN S. COLLINS,	- - - - -	Ventura.
E. J. LOUIS,	- - - - -	Los Angeles.

### Officers of the Board.

R. H. F. VARIEL,	- - - - -	President.
HENRY W. O'MELVENY,	- - - - -	Vice-President.
EDWARD T. PIERCE,	- - - - -	Secretary.

### Executive Committee.

R. H. F. VARIEL,	HENRY W. O'MELVENY,
JOHN S. COLLINS.	



VIEWS OF LOS ANGELES CITY FROM NORMAL SCHOOL BUILDING.





## FACULTY, 1900-1901.

---

### NORMAL DEPARTMENT.

EDWARD T. PIERCE, LL.B., Ph.D., PRESIDENT,  
*School Economy.*

MELVILLE DOZIER, B.P., VICE-PRESIDENT,  
*Mathematics and Bookkeeping.*

GEORGE F. JAMES, A.M., Ph.D.,  
*Professor of Psychology and Pedagogy, and  
Supervisor of Training School.*

ISABEL W. PIERCE, PRECEPTRESS,  
*English.*

SARAH P. MONKS, A.M., CURATOR OF MUSEUM,  
*Zoölogy and Botany.*

HARRIET E. DUNN, LIBRARIAN,  
*History.*

CHARLES E. HUTTON, A.M., REGISTRAR,  
*Mathematics.*

JOSEPHINE E. SEAMAN,  
*English.*

MAY A. ENGLISH,  
*Chemistry.*

JAMES H. SHULTS, A.M., M.D.,  
*Physics and Physiology.*

EVERETT SHEPARDSON, A.M.,  
*Psychology and Pedagogy.*

ADA M. LAUGHLIN,  
*Drawing.*

JAMES F. CHAMBERLAIN,  
*Geography and Physics.*

CHARLES M. MILLER,  
*Sloyd.*

CHARLES DON VON NEUMAYER,  
*Reading.*

SARAH J. JACOBS,  
*Director of Physical Training.*

ETTA E. MOORE, A.M.,  
*English.*

## FACULTY OF NORMAL DEPARTMENT--Continued.

B. M. DAVIS, M.S.,  
*Biology and Physiology.*

KATE BROUSSEAU,  
*Psychology and Mathematics.*

MARY M. SMITH,  
*Drawing and Sloyd.*

JENNIE HAGAN,  
*Music.*

AGNES ELLIOTT,  
*History and Geography.*

MARY G. BARNUM, B.L.,  
*English.*

LOU HELLMUTH, Ph.B., M.L.,  
*English.*

JESSICA C. HAZARD,  
*Domestic Science and Domestic Art.*

LUCY J. ANDERSON,  
*Domestic Science and Reading.*

---

## KINDERGARTEN TRAINING DEPARTMENT.

FLORENCE LAWSON, *Director.* GERTRUDE LAWSON, *Assistant.*

---

## TRAINING SCHOOL.

### Critic Teachers.

FRANCES H. BYRAM, *City Principal.*

EMMA W. EDWARDS, M.L.

ALBERTINA SMITH.

CARRIE REEVES.

CLARA M. PRESTON.

---

### EMPLOYEES.

MATTIE M. TOWNSEND, *Typewriter and Office Assistant.*

ELIZABETH H. FARGO, *Assistant Librarian.*

EDWIN P. CARR, *Engineer and Carpenter.*

LUKE GALLUP, *Janitor of Gymnasium.*

JOHN D. BARRIE, *Resident Janitor.*

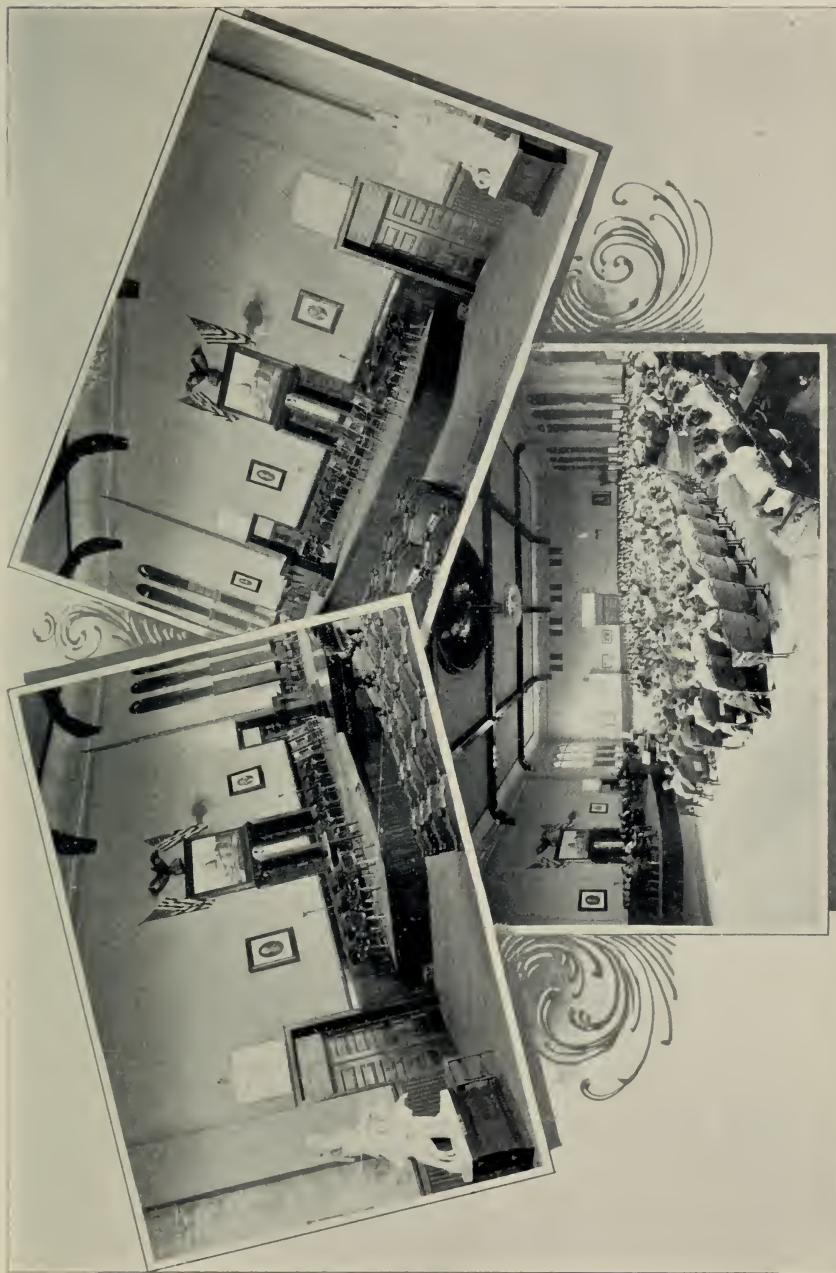
THOMAS FARNHAM, *Gardener.*

C. H. LAWRENCE, *Janitor.*



OFFICES AND RECEPTION ROOMS.





VIEWS OF ASSEMBLY ROOM.





## PRESIDENT'S REPORT.

EDWARD T. PIERCE.

---

The purpose of a Normal School is to prepare teachers for the service of the State. Since the reorganization of this school eight years ago, the controlling thought in shaping its policy has been to make it truly professional. In the realization of this ideal, changes have been and are being made in the length of the course, in the preparation demanded of students before entering, in the character and breadth of the work, and in the closer relation of all departments to the Training School—the real core of the institution.

Seven years ago the joint board of Normal School Trustees decided, wisely, to add one year to the curriculum for those entering from the ninth year of the public schools. At the same time a shorter course was planned for the graduates of high schools. Special attention has been given to this latter class of students, with the result that a large proportion of those now entering the school are prepared to complete the work in from two to two and a half years. In the near future all the students of the school will be of this class, and a decided step forward will have been taken when all academic work, as such, can be eliminated from the curriculum. Such students enter the school with sufficient general culture to enable them to pursue the study of education without loss of time. The academic subjects named in the course for high school graduates are not simply reviewed, but are studied from the viewpoint of the future teacher. Pedagogy, general or applied, is, therefore, the principal study of the course.

Physical training in a fairly well-equipped gymnasium was already established at the beginning of the period named. It needed only to be carried on scientifically. Since a large proportion of the students are young women, it was thought best to place the department under the direction of a thoroughly trained woman. The excellent results of the work as now carried on are shown in the general good health of the students during their entire course, and in their better physical development when graduated than when admitted.

Believing that the Normal School should be the center for the training of kindergarten teachers, six years ago the Board established a department for the purpose. Its influence is felt throughout Southern Califor-

nia, our graduates having charge of a large number of the kindergarten schools of this section.

Manual training is a phase of education that is attracting the attention of educators. It will not be long before it has a place in the course of study in all schools from kindergarten to college; therefore, teachers must be trained to meet this need. Foreseeing this, wood sloyd has been a part of our curriculum for the past seven years. Cardboard sloyd, raffia work, basket weaving, and other phases of hand work adapted to the different school grades, have been lately added to the course. A special study is being made in our Training School as to the adaptability of various phases of hand work to the needs of the child during the several stages of development.

One more step has seemed to be necessary in the growth of our work, and that is some training for the young women in domestic science and domestic art. This is demanded not only for their personal good, but that they may, as future teachers, exercise a wholesome influence in the community in matters pertaining to healthful and economical home life. Hence, a short course in sewing, cooking, and general household economics has been introduced. The courses in biology, chemistry, and physiology all have a direct relation to the final practical application of a knowledge of these subjects to domestic economy.

Along with the development of these different kinds of work, there has been a continuous study of the public school problem by all the members of the Faculty. The training or practice school should be the real center of a normal school. Too often, however, there is a wide gulf between the so-called normal teachers and those who have direct charge of the training school as critic teachers. There should be the closest interrelation between the work of the two departments. To bring about this result there has been a series of seminar meetings extending over a period of several years, in which topics of mutual interest in regard to the various phases of normal work have been freely discussed. It has been the duty of every teacher to visit the Training School, and so shape his work as specially to prepare students for their practice there. It has been the duty also of some one of the Normal teachers in each department to do some special work in the Training School, to advise with critic teachers, to observe and help students while teaching, to direct work in special method, and to take an active part in shaping the course of study for the Training School. In this way, coöperation now permeates the whole teaching force of the school; all have a definite interest in the public school problem, and, as a result, the whole work of the school is vitalized and made truly professional. In the treatment of each subject in another part of this circular, the character of this special work is briefly shown.

Improvements now under way will largely increase our facilities for carrying on the work in manual training and domestic economy, and

will enable us to concentrate it all in one building. Our facilities for practice work will also be greatly increased. The plan in vogue during the past two years has been to require students to spend the whole last half of their Senior year in the Training School, and in discussions directly connected with their practice work. Thus a large number of children and rooms are required. We hope to open next September with twenty-four rooms for training school purposes, and with five hundred children on the roll besides those in the kindergarten classes. Thus, will our students be enabled to gain all the benefits that should come to them in this final stage of their preparation as teachers.

The demand in the past for the graduates of the institution in the public schools of the State is a fair indication of the work done in the way of special preparation.

The equipment is gradually being added to ; the students who enter from year to year come with better preparation, while there is no probable increase in the numbers. The President and the Faculty feel, therefore, that they will be able as time progresses more and more fully to solve the real problem of pedagogical training.

## CONDITIONS OF ADMISSION AND GRADUATION.

---

For admission to any class, the following qualifications are requisite :

(1) The applicant must be sixteen years of age, and strong mentally, morally, and physically.

(2) To be admitted without examination, an applicant must (*a*) hold a valid teacher's certificate of any grade from any county or city of California; or (*b*) hold a diploma of graduation from a California high school; or (*c*) a diploma from the ninth year of the public schools under conditions named below; (*d*) applicants presenting high school diplomas of graduation, or first grade teachers' certificates granted in other states than California, may be admitted without examination at the discretion of the Faculty. For further regulations concerning the admission of high school graduates see page 18.

Graduates from the ninth year of the public schools of California will be admitted on September 2d if the diploma presented by each is also accompanied by a statement as to standing and a special recommendation from teachers. The record of standing must show a high grade in all subjects. The Faculty reserves the right to examine any student in any subject when this seems advisable.

### ADMISSION ON EXAMINATION.

Examinations for admission to the Junior class will be given, at the date named in the calendar, September 2d, for the fall term, and for advanced standing January 31st, for the spring term. In the former a fair knowledge of the following subjects will be required: Arithmetic, English, Geography, United States History, Reading, Spelling, Penmanship, and Vocal Music.

The requirements in Arithmetic will include the following points: Accurate work in the fundamental operations; reduction in common and decimal fractions; simple processes in weight, measurement, and volume; forms in analysis; applications of percentage, with special reference to the use of elemental principles.

In English the applicant for examination should be able to distinguish readily the various parts of speech in their usual construction. He should analyze quickly simple prose or verse, giving the various kinds of sentences and the relation of the parts. He should be able to summarize in his own words the thought of any simple text placed before him. The exercise in composition will be based on the readings required. The subjects chosen will demand a clear grasp of the author's thoughts, rather than memory of technical details. The composition must be



reasonably correct in spelling, grammar, and punctuation, and must show some knowledge of paragraphing.

#### LIST OF READINGS.

- I. (a) *Alhambra*; (b) *Sleepy Hollow Legend*; (c) *Rip Van Winkle*.
- II. (a) *Evangeline*; (b) *Miles Standish*; (c) *Hiawatha*.
- III. (a) *Lady of the Lake*; (b) *Lay of the Last Minstrel*.
- IV. (a) *Snow-Bound*; (b) *Tent on the Beach*.

Every student must be prepared on one work from each group of the above. He must be able to quote some good passage of at least ten consecutive lines from the verse that he had studied.

Students seeking to enter the Normal School should have a fair knowledge of Geography, including location of most important countries, their chief productions, and characteristics of the people. The great grain, cotton, timber, fruit, grazing, and mineral belts of our own country should be known, as well as the cause of their distribution. A knowledge of the manners and customs of the people in the different parts of the country is also required. Ability to think well will cover the lack of many technical points in the work.

The course in the History of the United States deals chiefly with the growth and character of the Government, including a careful study of the Constitution and its workings. In order to pursue this course intelligently, the applicant should have a good knowledge of the main facts of our history, especially through the colonial and revolutionary periods. The examinations are given with a view to testing preparation in this particular.

Applicants for admission will be examined in Spelling upon words in common use, such as may be found in the California State Speller, and are expected to spell a large percentage of any selected list of such words at dictation.

The Natural Vertical system of penmanship is taught; and, as a prerequisite to admission, a student must write a plainly legible hand, not necessarily the vertical, having a reasonable regard to regularity and neatness.

In Music, the student must be able to sing the major scale, and to both sing and write the diatonic intervals.

(3) Every one admitted to the school must present a certificate of good moral character, signed by the County Superintendent of Schools, or by two School Trustees, or by any two reputable and permanent residents of the district from which such pupil comes.

(4) According to a regulation of the Board of Trustees, each applicant must present evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would

militate against his or her fitness as a teacher of children. The Faculty are therefore authorized, when they deem it necessary, to require of any student a physician's certificate of health and freedom from physical defects. This may be made out by the family physician of any student according to the following form, or the examination may be made by the school physician, a lady, at an expense of one dollar, or without expense by Dr. Shults, of the Faculty, also a regular physician:

FORM: I, ———, a physician in good and regular standing, residing at ———, do certify that ——— is strong physically, and able to do the work of the Normal School so far as ——— health is concerned, and that ——— has no chronic disease or physical defect of speech or hearing or appearance that would militate against ——— usefulness and success as a teacher.

—————, Physician.

Students allowed to continue their course must present certificates of vaccination, or be vaccinated as soon as possible after entering.

Applicants should be here at 9 A. M. on the days indicated: viz: September 2, 1901, and January 31, 1902.

Those entering on past examinations, credentials, or previous membership in the school, should also be here on the above dates and report to the President.

To graduate, one must be at least eighteen years old; must have been not less than one year in the school; must have passed creditably in all the studies of the prescribed course, and must have shown, by actual and continued teaching in the Training School, an ability and fitness for governing and teaching well.

Applicants for admission are required to make and sign the following declaration:

I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of California.

All entering the school are also required to sign the following blank:

I have carefully read the rules and regulations of the State Normal School, and hereby enroll myself as a student in the institution with a full understanding of them, and promise to the best of my ability to conform thereto in all respects so long as I shall be connected with the institution.

(Signed) ———,  
of ———, County of ———.

—————, 19—.

Parents and guardians will be required to sign the following:

For myself as ——— of the student whose name is signed above, I also accept on my part the conditions specified and upon my part agree to withdraw ——— from the school upon receiving notice from the President that the Faculty requested the same.

(Signed) ———.

A deposit of five dollars is made with the President, to be refunded on leaving, if all library books have been returned, and if there are no charges for injury to reference books, building, or furniture. This will be required without fail before the student is enrolled.

## GENERAL INFORMATION.

---

### ADVICE TO THOSE WHO WISH TO ENTER THE SCHOOL.

1. If possible complete a good high school course. Ask yourself if you have an earnest desire to become a well-prepared teacher and if you possess the ability mentally and physically to do the hard work required. Determine whether you will abide by every regulation and will earnestly strive to build up such a character as should distinguish the worthy model for children that every teacher should be.

2. Bring with you a statement of good moral character, signed by two of the School Trustees, or other resident citizens of your district. This reference must be presented before the applicant is registered as a student.

3. Text or reference books which you may have will be useful here, and should be brought with you.

### EXPENSES.

The expenses are as light as they are at any school on this coast. Tuition is free. Books cost on an average about \$5 per term. Instruments and material for work in the different sciences will cost from \$10 to \$20 during the four years. One dollar per term will be charged for materials in the Physical Laboratory work, and \$2.50 for the same purpose in the work in Chemistry, and \$1.50 for the material used in the Domestic Economy Department; fifty cents per year will be charged for material in Sloyd work, and twenty-five cents per year as a library fee to cover wear and tear and losses. Board in private families costs from \$3.50 to \$5.00 per week. Rooms may be had by students if they wish to board themselves. The cost of living may then be reduced to \$2.50 per week. Many of the students also find it possible to work for a part, or the whole, of their board. When this is done it is advisable for the student not to attempt to take the entire work of any class, but to take a year longer and thus avoid overtaking himself.

### DISCIPLINE.

The aim of the administration is to lead students to be self-governing. An effort is made to create a feeling of responsibility and lofty purpose, such as should characterize Normal School students.

As an aid to this end there is at present an organization known as "The Associated Body of Students." This organization has for its object the management of many matters that tend to the well-being of

the school. The students have regular meetings and discuss many questions that look to their own government and the welfare of the Normal School. They thus make it possible for the Faculty to impose few arbitrary restrictions and positive rules and penalties.

#### **BOARDERS AND BOARDING.**

The Board of Trustees of the school have adopted the following regulations, which the Faculty of the school are required to see fully observed:

All pupils attending any department of the school, who do not board and room with their parents or legal guardians, and who are not under the immediate charge of parents or such guardians, shall be considered as boarders, and shall be subject to the following rules:

1. Pupils must consult the Preceptress or President before selecting boarding-places. This rule is imperative and applies to all, whether they have been in the school before or are new pupils.

2. Pupils must board at places indorsed by the Preceptress or President.

3. Young women and young men shall not be allowed to board in the same house. This rule shall apply equally when the house is occupied by two or more families.

4. Permission must in every case be obtained from the Preceptress when pupils desire to board in families where boarders are taken who are not connected with the school. It is not expected that permission will be asked which conflicts with the preceding regulation.

5. Brothers and sisters shall be allowed to board in the same house, provided no other boarders are received into the house.

## COURSE OF STUDY.

---

The regular course of study occupies four years.

Any student who shall accomplish the work prescribed in the course of study shall be graduated on the recommendation of the Faculty, provided that one entire year must be passed in the school.

### TABULATED COURSE OF STUDY.

#### First, or Junior Year.

	JUNIOR B.	JUNIOR A.
PROFESSIONAL.....		
ENGLISH .....	Grammar—20—4.	Classic Myths, Composition—20—4.
SCIENCE.....	Chemistry—20—3.	Botany—20—5.
GEOGRAPHY AND HISTORY .....	Ancient and Medieval History—20—4.	Geography—20—4.
MATHEMATICS.....	Algebra—20—4.	Algebra—20—4.
ART AND MANUAL TRAINING.....	Sloyd—20—2.	Drawing—20—2. Sloyd—20—2.
MISCELLANEOUS .....	Reading—20—3. Physical Training—20—3. Music—20—2.	* Spelling—20—1. Physical Training—20—3. Music—20—1.

\* May be passed by examination, unless written work shows deficiency.

The first number refers to the number of weeks; the second to the hours per week.



**Second Year.**

	MIDDLE D.	MIDDLE C.
PROFESSIONAL.....		
ENGLISH .....	Poetry—20—4. American Literature.	Word Work—20—4.
SCIENCE.....	Zoölogy—20—5.	Domestic Science—20—2. Physiology—20—5.
GEOGRAPHY AND HISTORY .....	English History—20—4.	U. S. History and Government—20—5.
MATHEMATICS .....	Geometry—20—5.	
ART AND MANUAL, TRAINING .....	Drawing—20—2. Sloyd—20—2.	Drawing—20—2. Sloyd—20—1.
MISCELLANEOUS .....	Physical Training—20—3.	Reading—20—3. Music—20—1. Physical Training—20—2.

**Third Year.**

	MIDDLE B.	MIDDLE A.
PROFESSIONAL.....	Psychology—20—4.	Psychology—20—4.
ENGLISH .....	Prose Masterpieces, Composition—20—5.	Shakespeare and History of Literature—20—5.
SCIENCE.....	Chemistry—20—3. Physics—20—4.	Domestic Science—20—3. Physics—20—5.
MATHEMATICS.....		Geometry—20—4.
ART AND MANUAL, TRAINING .....	Method in Manual Train- ing—20—2. Drawing—20—2.	Drawing—20—2.
MISCELLANEOUS .....	*Spelling—20—1. Physical Training—20—3. Music—20—2.	Physical Training—20—2.

\* May be omitted if all written work is satisfactory.

## Fourth, or Senior Year.

	SENIOR B.	SENIOR A.
PROFESSIONAL.....	History and Philosophy of Education—20—3. General Pedagogy—20—3.	School Law—20—1. School Economy—10—3. Teaching—20—12½.
ENGLISH .....	Pedagogy of Grammar—20—3.	Literature in the Grades—20—2. Method in Language—20—1.
SCIENCE.....		Method in Biology—20—1.
GEOGRAPHY AND HISTORY .....	Pedagogy of Geography—20—3.	Method in Geography—20—1. Method in History—20—1.
MATHEMATICS.....	Pedagogy of Arithmetic—20—5.	Method in Arithmetic—20—1.
ART AND MANUAL TRAINING .....	Pedagogy of Drawing—20—2.	Method in Drawing—20—1.
MISCELLANEOUS .....	Pedagogy of Reading—20—2. Pedagogy of Music—20—1. Pedagogy of Physical Culture—20—3.	Method in Reading—20—1. Method in Music—20—1.

The work of Senior B has been arranged with the guiding principle of direct preparation for teaching, and each subject is presented also from the *method* point of view. The work of Senior A carries forward the same idea with supervision of Training School practice and discussions of principles applied in the teaching of various studies. These "method" talks are by the special teachers of the respective subjects.

## A SHORT COURSE FOR HIGH SCHOOL GRADUATES.

1. A two years' course has been arranged for graduates of accredited high schools who are recommended to the State University for satisfactory work in the following subjects:

English (A, 1 & 14); Algebra through quadratics (3); Plane and Solid Geometry (4 & 12<sup>a1</sup>); Greek and Roman and Medieval and Modern History (10<sup>a</sup> and <sup>b</sup> & 13); Government of the United States (5); Physics (11); Chemistry (12<sup>b</sup>); Botany or Zoölogy (12<sup>c</sup> or <sup>d</sup>); three years of Latin (6 & 7<sup>a</sup>), or an equivalent in Greek, French, or German.

(*Note*.—One half year's satisfactory work in Botany or Zoölogy will admit conditionally to the course in Biology. A recommendation in Latin excuses from all word work except Spelling, which may be taken by examination.)

2. Graduates of accredited high schools not recommended in all the above subjects will be required to pass by examination or to pursue in class those subjects in which they are deficient, thus lengthening the course to five or more terms.

3. Applicants for the two years' course must hold credentials in the form required for admission to the State University. They should present these in person to the High School Committee between nine and twelve o'clock of the day fixed in the calendar for the term when they wish to enter. Applicants fully accredited will find it advantageous to enter in September.

4. Graduates from high schools of other States and from non-accredited schools of this State will be given such advanced standing as in the opinion of the Faculty their credentials may justify.

5. Undergraduates of high schools and any other applicants with training beyond that of the ninth year of the public schools will be received, and ranked according to their qualifications.

### TABULATED COURSE OF STUDY—HIGH SCHOOL GRADUATES.

#### First Year.

	MIDDLE B.	MIDDLE A.
PROFESSIONAL.....	Psychology—20—4.	Psychology—20—4.
ENGLISH .....	Composition and Prose Masterpieces—20—4.	

**First Year—Continued.**

	MIDDLE B.	MIDDLE A.
SCIENCE.....	Physiology—20—4. Domestic Science—20—2.	Biology—20—4. Domestic Science—20—3.
GEOGRAPHY AND HISTORY.....		U. S. History—20—4.
MATHEMATICS.....		
ART AND MANUAL TRAINING.....	Drawing—20—2. Sloyd—20—2.	Drawing—20—3. Sloyd—20—3.
MISCELLANEOUS.....	Reading—20—4. Music—20—2. Physical Culture—20—2.	Music—20—2. Physical Culture—20—3.

University credits in Solid Geometry to be accepted.

**Second Year.**

	SENIOR B.	SENIOR A.
PROFESSIONAL.....	History and Philosophy of Education—20—3. General Pedagogy—20—3.	School Law—20—2. School Economy—10—3. Teaching—20—12½.
ENGLISH.....	Pedagogy of Gram- mar—20—3.	Literature in the Grades—20—2. Method in Language—20—1.
SCIENCE.....	Pedagogy of Physics—20—2.	Method in Biology—20—1.
GEOGRAPHY AND HISTORY.....	Pedagogy of Geogra- phy—20—4.	Method in Geography—20—1. Method in History—20—1.
MATHEMATICS.....	Pedagogy of Arithme- tic—20—5.	Method in Arithme- tic—20—1.
ART AND MANUAL TRAINING.....	Pedagogy of Draw- ing—20—2.	Method in Draw- ing—20—1.
MISCELLANEOUS.....	Pedagogy of Music—20—1. Pedagogy of Physical Culture—20—2.	Method in Reading—20—1. Method in Music—20—1. Method in Physical Culture—10—2.

## KINDERGARTEN TRAINING DEPARTMENT.

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FLORENCE LAWSON, Director.  
GERTRUDE LAWSON, Assistant.

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### CONDITIONS OF ADMISSION.

Application for admission to the Kindergarten Department shall be made to a committee consisting of the President of the Normal School, the Director of the Kindergarten, and the Professor of Pedagogy of the Normal School.

Graduates of accredited high schools who are fully recommended for entrance to the State University will be admitted to a two years' course after having passed the following examinations: *Music*, Instrumental, ability to read simple airs with reasonable facility, in good time and with fair touch; *Vocal*, ability to sing simple songs with accuracy and expression. *Drawing*, ability to draw simple objects in outline and light and shade in good perspective.

Applicants not having such credentials must satisfy the Kindergarten Committee that their qualifications are equivalent to those required for admission to the regular two years' course (see page 18) or to the work of the first two years of the regular course.

Those who are pursuing the Normal course and have finished the work of its first two years, may elect the two years' Kindergarten training course if they show peculiar fitness for that work.

Any advanced standing in the required work for kindergartners necessitates an examination in all the subjects completed in the first year of the special Kindergarten course. This examination shall cover both the academic and kindergarten training of the year specified in addition to the regular entrance examination, but holders of diplomas from the four years' course of California Normal Schools may be admitted to a special course in kindergarten training, shortening the time as the committee may deem advisable.

A class will be admitted in September of each year.

Students who do not show some natural fitness for the work by the end of the first half year will be required to withdraw.

By the laws enacted by the Legislature of 1897 and 1901, the diploma from this department is made a valid license to teach in kindergartens throughout the State.



## KINDERGARTEN TRAINING COURSE OF TWO YEARS.

## First Year.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....	Psychology—20—4.	Psychology—20—4.
ENGLISH .....	Composition, Amer. Prose, Classic Myths—20—4.	
SCIENCE.....	Physiology—20—4.	Botany—20—3. Zoölogy—20—3.
ART AND MUSIC.....	Music—20—2. Drawing—20—2.	Music—20—3. Drawing—20—2.
MISCELLANEOUS .....		Reading—20—2.
KINDERGARTEN.....	Theory—20—5. Observation—20—4.	Theory—20—5. Observation—20—3.

## Second Year.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....		Pedagogy—20—4.
ENGLISH .....	Literature in the grades, 20—2. Method in Language—20—1.	
ART AND MUSIC.....	Drawing—20—2. Music—20—1.	Music—20—1.
KINDERGARTEN.....	Theory—20—5. Practice Teaching—20—15.	Theory—20—5. Practice Teaching—20—15.

## ONE-YEAR COURSE.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....		Pedagogy—20—4.
ENGLISH .....	Subject to needs of Prac- tice Work.	
MISCELLANEOUS .....	Drawing and Music as re- quired by needs of Prac- tice Work.	Drawing and Music as re- quired by needs of Prac- tice Work.
KINDERGARTEN.....	Theory—20—10. Practice Teaching—20—15.	Theory—20—10. Practice Teaching—20—15.

## OUTLINE COURSE OF STUDY FOR THE KINDERGARTEN DEPARTMENT.

The first and second years' work for students entering from the ninth year of the public schools is identical with that of the first two years of the regular Normal course. (See paragraph 3 above.)

The third and fourth years' work, and that for college and high school graduates (see paragraph 2 above), is as follows:

### THIRD YEAR.

1. KINDERGARTEN THEORY. Mother-play, Gifts, Occupations, Program, and Games (one hour per week to each subject specified), Observation in Morning Kindergarten (four hours per week).

2. PSYCHOLOGY. This consists of an experimental and theoretical study of mental life, with a special view to a better understanding of child life and development (four hours per week throughout the year).

3. SCIENCE. This consists of one term's work each of Zoölogy and Botany (three hours per week) and one term's work in Physiology (four hours per week). For further details see course in Biology and Physiology.

4. VOCAL MUSIC. Voice placing and developing of tone and rhythm; phrasing and expression; study of children's songs; selection of music for kindergarten uses; sketches from the history of music.

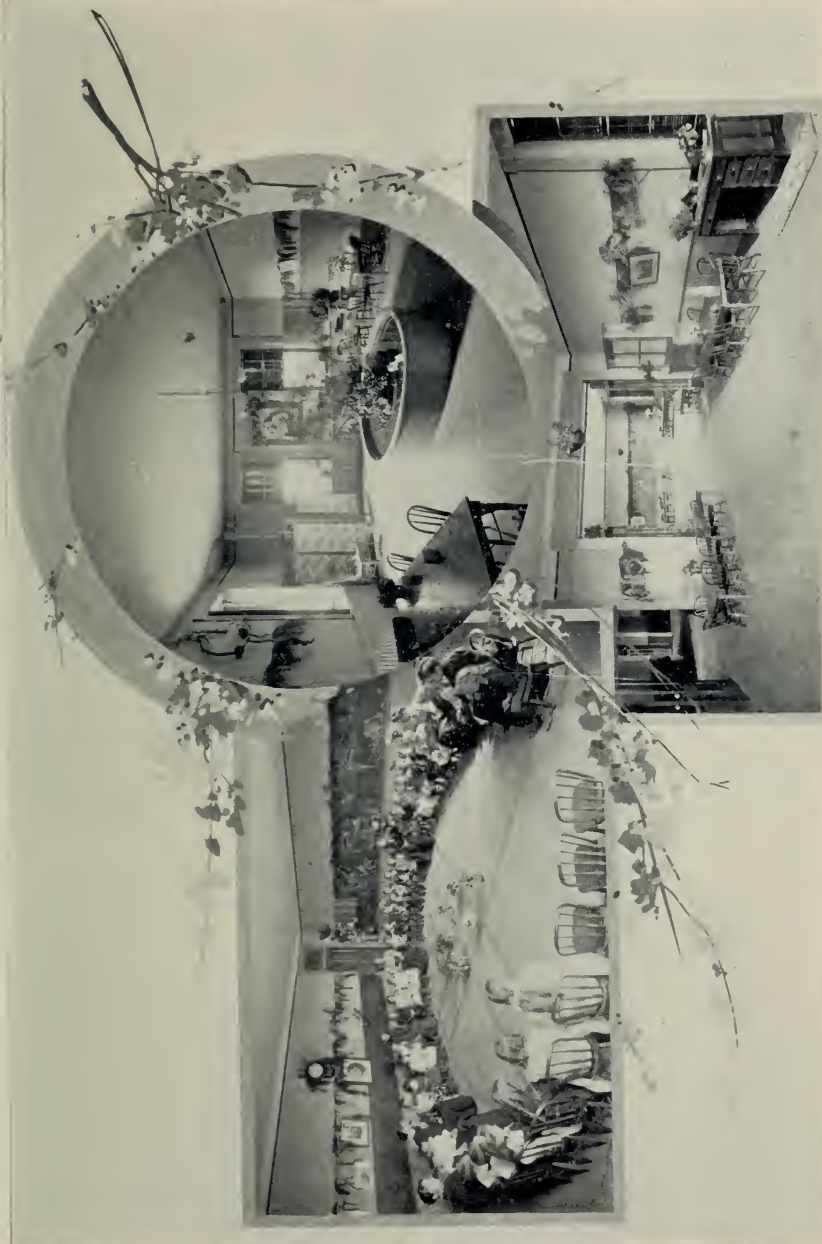
INSTRUMENTAL MUSIC. Playing for marches and games; sight reading and good interpretation of song story; at least one hour's practice per day.

5. ENGLISH. All students with no higher training than high school English take forty weeks of English in the school; the first term to be training in composition; reading of prose masterpieces; classic myths.

6. DRAWING. *First Term:* Time, two periods per week for twenty weeks. Outline of subject-matter. Form study of type solids and common objects. Clay modeling of type solids and common objects. Mass drawing at blackboard for purpose of illustration. Free paper cutting for illustration and design. Nature study, plant and animal forms. A study of perspective principles and their application to objects; drawing in outline. Color, using prism, colored tablets, and papers, the brush and water colors.

*Second Term:* More advanced work, similar in plan to first term's work. Study of germination and plant growth. Light and shade, from objects, plant form and form cast. Pen and ink illustrations. Composition. Study of space relations. Imaginative sketches. Outdoor sketching. Color continued.

7. READING. Essentially the same work as that of the Junior year in the Normal course.



KINDERGARTEN ROOMS.





GARDEN AND OUTDOOR GYMNASIUM—KINDERGARTEN.

KINDERGARTEN TRAINING CLASS,  
GARDEN FOR KINDERGARTEN.





## FOURTH YEAR.

1. KINDERGARTEN THEORY. Mother-play, Education of Man, Blow's Symbolic Education, Gifts, Program, and Adaptation of Stories to Kindergarten Use (five hours per week). Practice work (fifteen hours per week throughout the year). This practice will be required in kindergartens under the supervision of the Normal Kindergarten Director. Each student works under criticism, and is held responsible for her own group of children during practice hours. Ample opportunity is given for the telling of stories, teaching of songs, and conducting morning circle, games, and marches. Students who fall below grade in such practice work will not receive the diploma, even though their academic work be satisfactory.

2. PEDAGOGY. An outline study of the History and Philosophy of Education, with special reference to kindergarten work. A course in general method and in method of the recitation for primary and grammar grades.

3. MUSIC. The work in this is a continuation of the work of the previous year.

4. ENGLISH. Study of literary masterpieces.

5. DRAWING. Object drawing and nature study continued. The mediums used are chalk, pencil, charcoal, and the brush with water colors. Drawing and painting from life. Illustration of trades and occupations.

## KINDERGARTEN TEXTS.

*Education of Man*, Hailman's translation.

*Mutter and Kose Lieder*, published by Lee and Shepard; or *Mutter and Kose Lieder*, translated by Susan Blow.

*Psychology and the Psychosis of Intellect*, Denton J. Snider.

*Study of Child Nature*, Elizabeth Harrison.

*Symbolic Education*, Susan Blow.

*Songs for Little Children*, 2 vols., Eleanor Smith.

*Psychology of Froebel's Play Gifts*, Denton J. Snider.

## TEXT-BOOKS.

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### JUNIOR B—

- ENGLISH—Maxwell & Smith's Writing in English.
- CHEMISTRY—Williams's.
- ALGEBRA—Wentworth's.
- HISTORY—Adams's European.
- READING—Metcalf & DeGarmo's Dictionary Work.

### JUNIOR A—

- ENGLISH—Gayley's Classic Myths.
- BOTANY—Bergen's Foundations.
- GEOGRAPHY—Davis's Physical or Tarr's Elementary Physical.
- ALGEBRA—Same as Junior B.

### MIDDLE D—

- ENGLISH—Waddy's Rhetoric ; Selected Readings.
- GEOMETRY—Wentworth's.
- HISTORY—Coman & Kendall's English.

### MIDDLE C—

- WORD-WORK—Kellogg & Reed's Word Building.
- PHYSIOLOGY—Macy & Norris's Physiology for High Schools.
- HISTORY—Channing's Students' United States.
- READING—Bailey's Essentials of Reading.

### MIDDLE B (Regular Course)—

- PSYCHOLOGY—James's or Titchener's.
- ENGLISH—Selected Readings.
- PHYSICS—Hoadley's or Wentworth & Hill's.
- CHEMISTRY—Remsen's Introduction ; Williams's Laboratory Manual.

### MIDDLE B (High School Course)—

- PSYCHOLOGY—James's or Titchener's.
- ENGLISH—Selected Readings.
- PHYSIOLOGY—Macy & Norris's Physiology for High Schools.
- READING—Metcalf & DeGarmo's Dictionary Work ; Bailey's Essentials of Reading.

## MIDDLE B (Kindergarten Course)—

PSYCHOLOGY—James's or Titchener's.

ENGLISH—Selected Readings.

PHYSIOLOGY—Macy &amp; Norris's Physiology for High Schools.

THEORY—Harrison's Study of Child Nature; Mutter and Kose  
Lieder (Mother Plays).

## MIDDLE A (Regular Course)—

PSYCHOLOGY—Same as Middle B.

ENGLISH—Pancoast's Introduction to English Literature; Palgrave's Golden Treasury.

PHYSICS—Same as Middle B.

GEOMETRY—Same as Middle D.

## MIDDLE A (High School Course)—

PSYCHOLOGY—Same as Middle B.

HISTORY—Channing's Students' United States.

## MIDDLE A (Kindergarten Course)—

PSYCHOLOGY—Same as Middle B.

BOTANY—Bergen's Foundations.

READING—Metcalf &amp; DeGarmo's Dictionary Work.

THEORY—Froebel's Education of Man (Heilman's translation).

## SENIOR B (Regular Course)—

PEDAGOGY—McMurry's General Method and Method of the Recitation.

ENGLISH—Whitney's Essentials of English Grammar.

GEOGRAPHY—Longman's School.

ARITHMETIC—McLellan &amp; Ames's Public School.

## SENIOR B (High School Course)—

PEDAGOGY—McMurry's General Method and Method of the Recitation.

ENGLISH—Whitney's Essentials of English Grammar.

GEOGRAPHY—Tarr's Physical; Longman's School.

ARITHMETIC—McLellan &amp; Ames's Public School.

## SENIOR B (Kindergarten Course)—

ENGLISH—Corson's Aims of Literary Study; Scudder's Literature in School.

THEORY—Snider's Psychology of Play Gifts; Blow's Symbolic Education.

## SENIOR A (Regular and High School Courses)—

ENGLISH—Corson's Aims of Literary Study; Scudder's Literature in Schools.

## SENIOR A (Kindergarten Course)—

PEDAGOGY—McMurry's General Method and Method of the Recitation.

THEORY—Same as Senior B.

In addition to the above, selections may be made from the following :

PSYCHOLOGY AND PEDAGOGY—James's Talks to Teachers; Newsholmer's School Hygiene; Davidson's History of Education; Williams's History of Education.

ENGLISH—Kimball's English Sentence; Revised State Series Grammar.

BIOLOGY—Jordan & Kellogg's Animal Life.

PHYSIOLOGY—California State Series.

PHYSICS—Chute's; Hall & Bergen's.

GEOGRAPHY—California State Series.

ARITHMETIC—California State Series; Wentworth & Hill's Exercises.

HISTORY—Green's Short History of the English People; Montgomery's Leading Facts of English History; Sheldon's General; California State Series.

MUSIC—Beacon Song Collection; Smith's Songs for Little Children.



MUSEUM.



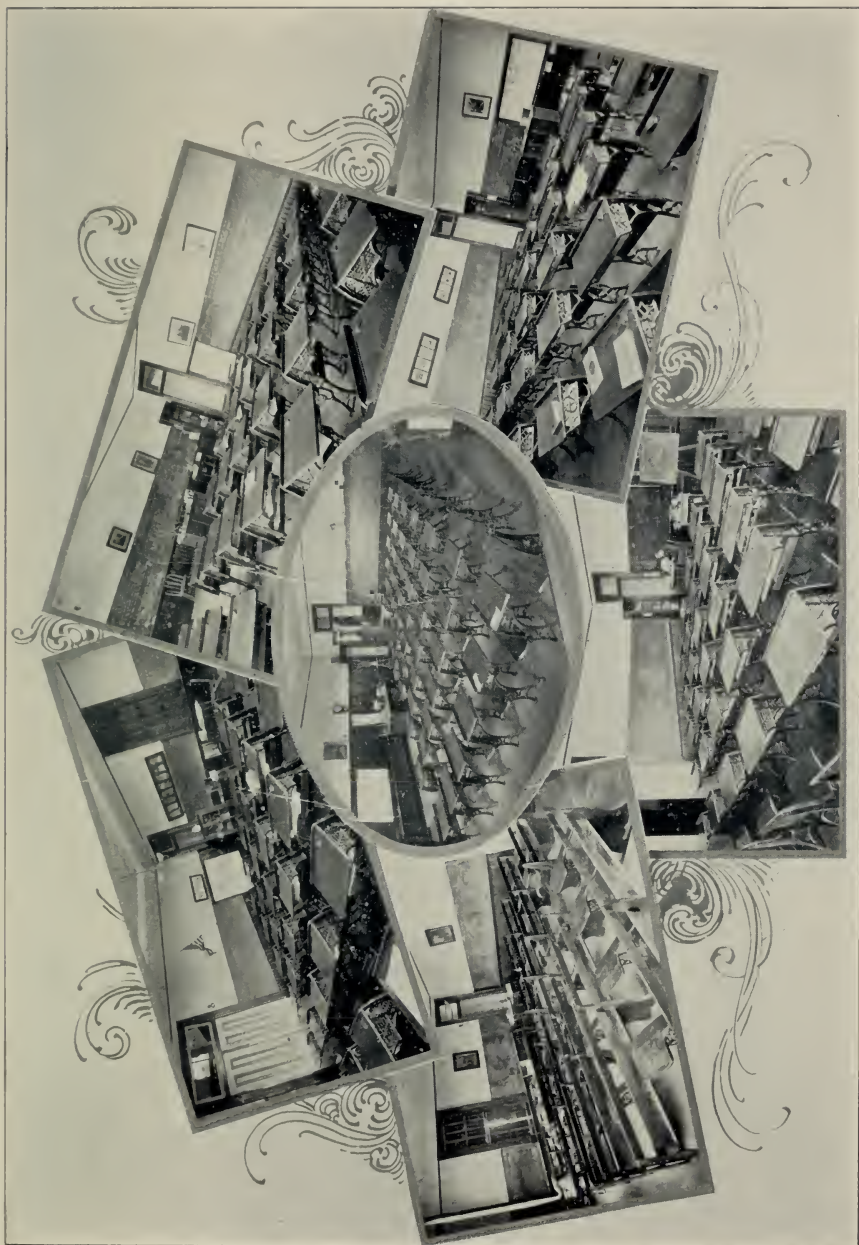
HALL.



LIBRARY.







GROUP OF NORMAL CLASSROOMS.



## EXPLANATION OF THE COURSE OF STUDY AND THE METHODS PURSUED.

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The aim of the Normal School is to promote mental power, acquisition of knowledge, and understanding of how to study and how to teach. To accomplish these, exact and thorough use of text-books is essential, but other means, just as important, are employed. An excellent library is fully utilized in the work of the school, and laboratory facilities are afforded and laboratory methods are followed in all subjects admitting of such treatment. All studies are handled topically as well as by class assignment, and individual research and presentation with general discussions are encouraged. Exactness and thoroughness are tested by frequent and detailed written exercises.

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## PROFESSIONAL WORK.

EDWARD T. PIERCE.

\* KATE BROUSSEAU.

GEORGE F. JAMES.

EVERETT SHEPARDSON.

The special preparation for teaching afforded in this Normal School is planned with several guiding principles. That a truly professional spirit may prevail throughout, all courses from the first are arranged with definite reference to the needs of the future teacher, and attention is constantly called to the methods proper to the different subjects of instruction. Those studies which bear a direct relation to the strictly professional work are placed so as to lead naturally to this: e. g., the neural physiology immediately precedes and forms the basis of the first course of psychology. While the students in each year are brought to consider the aims and plans of their life work and thus live, so to speak, in the professional atmosphere, the great part of the technical training is concentrated in the last few terms. The ordinary studies of the public school are reviewed in the Senior classes, and discussions on the methods of these studies are continued during the practice period in the Training School.



### PSYCHOLOGY AND GENERAL PEDAGOGY.

Psychology is studied during two half years with both a cultural and a distinctly professional aim. The method followed includes "experimental introspection" and much reference reading and discussion on various theories in reference to the mental activities. The experimentation, both introspective and otherwise, is largely on the illustrative plan. Use is made of the psychological apparatus also, of which there is a choice supply, for exemplification of method of psychological study. The texts used are those of James and Titchener, with much supplementary reading.

The work done in child study is largely carried on with syllabi and is chiefly illustrative of that method of child study; reference is made also to other plans of child study. An attempt is made to have the students get a knowledge of the attitude of children toward common subjects and to have them obtain a more intelligently sympathetic interest in children.

The Senior B course in pedagogy is essentially practical. Special attention is given to the psychological topics that bear closest relation to pedagogy, and retrospective and observational studies are made of school-room problems in both elementary and secondary schools. The texts used are McMurry's *General Method* and *Method of the Recitation*.

School hygiene (including the hygiene of instruction) is given such attention in both psychological and pedagogical courses as time and student ability warrant.

### HISTORY OF EDUCATION.

The outlines of educational history and philosophy are given in a three-hour lecture course in connection with much outside reading and frequent oral and written reports. The school is equipped with an extensive pedagogical library, containing the chief educational classics, the best histories of education with biographies of leading educators, and the most approved works on theory and practice, with a periodical list of the best weekly and monthly publications on education. Full use is made of these in all the pedagogical courses.

### SCHOOL ECONOMY AND SCHOOL LAW.

School economy and school law are considered during the last term in order to give the future teacher the greatest practical assistance and direction in these important matters.

The course in school economy will include lectures on such topics as: "How to Secure a School"; "Work Preliminary to the Opening of School"; "Temporary Organization"; "Permanent Organization and Classification of Pupils"; "The Program"; "School Government and Its Purpose." Under this latter head will be considered such topics as: "The

Parties Interested in a School, and Their Relations to One Another"; "The Teacher as a Legislator, and His Duties as Such"; "The Teacher as a Judge, and His Qualifications as Such"; "The Teacher as an Executive—His Power and Purpose as Such"; "Judicious and Injudicious Punishments"; "School Tactics"; "The Teacher as a Man or Woman, as a Citizen and as a Leader."

The work of the last half year is divided between professional studies in the Normal School and practice teaching (one half day for twenty weeks) in the Training School. Throughout this term there are weekly meetings of the training class with the teachers of the Normal and Training Schools to discuss various phases of common school work. A professional thesis is required of every student before graduation.

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## ENGLISH.

ISABEL W. PIERCE.

JOSEPHINE E. SEAMAN.

MARY G. BARNUM.

ETTA E. MOORE.

LOU HELLMUTH.

Although the distinctively professional work of the English course is assigned to the Senior year, the entire course is professional in spirit and aim. The fact is recognized that knowledge of the subject-matter, capacity of independent thought, clearness and directness of expression, and some degree of literary taste and appreciation are prerequisites to any successful teaching of English; and therefore the English course of the first three years is designed mainly to attain these ends. Throughout the course, the methods of instruction are modified by the professional purpose of the work.

Grammar and composition receive careful attention, as being subjects of especial importance to those who are to be teachers in elementary schools. In grammar, the relation between form and content is constantly emphasized; the study of the sentence is based upon a study of the logical relations that underlie it, and the parts of speech are considered with reference to the distinctive office of each in the expression of thought. The method of study is mainly inductive, and students are required to express clearly and to apply carefully the results arrived at.

Composition is taken up in the second term of the course together with the Greek and the Norse mythology, which in connection with the student's own observation and experience furnish the material for the work. Short papers are written almost daily, chiefly in narration and description, and instruction is given in the fundamental principles of composition in general, and of description and narration in particular. More advanced work in composition is done later.

The first term of the second year is given to a study of poetics, with the specific purpose of cultivating the imagination and æsthetic sense, and thus developing appreciation of the beautiful, especially in literature. Figures, versification, and poetic diction are studied in connection with poems selected with special reference to their beauty of thought and their artistic excellence. American literature is emphasized.

The second term of this year is given to the study of words in their origin, form, meaning, and use. Special emphasis is placed on correct spelling, a separate record being kept. No student is passed in this branch of the subject, however good his record, if his spelling be habitually poor in written work.

During the first term of the third year two types of prose literature are studied—the essay and the oration. Composition also forms an important part of the term's work. It consists partly of short papers in exposition, and partly of abstracts and outlines of the literary works studied. The purpose in view is to stimulate thought, and to develop power of organizing and expressing it, and capacity for appreciating the higher forms of prose literature.

The second term of the third year is occupied in part by a study of the drama based on selected plays of Shakespeare, and in part by a brief historical study of English literature. Essays on subjects connected with the literature are required during the term.

The first term of the fourth year is devoted to the pedagogy of grammar, considering it from the thought side simply but searchingly, and providing for emphasis and exercises upon details practically important. Such logical grammar may be used: first, implicitly, all through the grades, without reference to any technical terms, in testing and attaining good sentence structure and in explaining errors as injuries to the thought; second, explicitly, in the seventh and eighth grades, in clear, systematic statement of the thought structure of the sentence and in drill on difficult formal details thus made intelligible; third, in preparation for the organic handling of larger thought groups, as paragraphs and simple exposition.

## PEDAGOGY AND METHOD WORK.

### FORMAL ENGLISH.

On the form side, the pedagogical principles and methods involved throughout the course receive, during the Senior year, systematic exposition and demonstration, and thus form almost exclusively the English work of that year. Its nature and scope are kept distinctly practical by the closest possible contact with the Training School, by means of departmental work extending from the first grade through the ninth, and consisting of the following features: daily visiting, to observe the actual

needs and possibilities of each grade; frequent conference with critic teachers, to determine how these needs may best be met and to secure coöperation of effort; discussion among English teachers, to see that the academic preparation is aimed directly and vitally toward these needs; finally, weekly meetings with the whole body of student teachers, to test and also to assist them in the actual application of their acquired principles and methods, and to impress upon them as strongly as possible the fact that formal English concerns all subjects and all grades, that the whole process must be borne in mind adequately to secure any part. Plans for every phase of the work, with criticism and questioning, alternate with systematic instruction on points found to be generally neglected. Emphasis is always required on the fact that in English more than in any other subject the results depend on the individual teacher—on her alertness in noticing errors, her insight and skill in correcting them, her example. Concerning expression, oral and written, two things are found to be of supreme importance:

1. To help the children to have something to say by training the senses, having every sense contribute (especially by close correlation with nature work); by training imagination through direct suggestion and visualizing (especially by close correlation with literature); by use and encouragement of growing general information, observation of city life (correlation with geography and history).

2. To secure gradual progress toward accuracy, continuous, intolerant of relapses. In addition to the forming power of good literature, especially of beautiful prose bits memorized, much systematic formal drill is imperative (proceeding always according to thought expressed or obscured); by skillful class discussion rather than too early or excessive individual correction, by mastering points of difficulty one at a time without confusion or overwork, by demanding accuracy in them thereafter in all subjects and grades; all past work thus kept actively and progressively present should develop in writing, spelling, expression, oral and written, a real power available for practical life.

#### LITERATURE IN THE PUBLIC SCHOOLS.

Two hours per week are given throughout the Senior A term to the discussion of literature for the common schools. The work follows two distinct though interwoven lines. The first division embraces (1) class study of groups of material arranged to conform to the predominating characteristics of child-nature at differing stages of development; (2) clear perception of the principles of selection underlying such grouping. The second division is concerned with the solution of practical problems of method as they arise in the daily work of the student teachers in the Training School.

The first division deals directly with the following topics:

1. The inherent nature of literature and the secret of its appeal, as shown by Shelley, Stedman, Pater, Tolstoi, Mabie, Warner, Lang, and others.

2. The aims and purpose of literary study in elementary schools, shown in the works of Hiram Corson, Horace Scudder, Elizabeth Harrison, Sarah Wiltse, and others, which direct the vision above such mere details as usually appeal to the unenlightened teacher.

3. Brief résumé of the facts of child-nature and the culture epochs or nascent periods of development, to determine principles of selection which should govern a corresponding grouping of material. Reference is here made to Sully, Seeley, McMurry, Harrison, Blow, Froebel, and others.

4. Study of typical groups of material in light of child-nature, for underlying spirit and distinctive characteristics:

(a) Folk-Lore: nature-myth, fairy-tale, folk-story.

(b) Culture-Lore: fable, allegory, proverb, hero story, modern story of child life, poetry.

An important phase of the work at this point is a discussion of various adaptations. Reference is made to Adler, Kingsley, Chapin, Ragozin, and others.

5. Educational value of poetry in the grades:

(a) Study of the poetic impulse in children, referring to Professor Bolton, G. Stanley Hall, Froebel, Herbart, and others.

(b) Examination of collections of verse for children.

6. A brief survey of the course in literature for the Training School, in which are emphasized three lines of thought:

(a) The story.

(b) Poetic conceptions of nature.

(c) Thoughts of reverence and aspiration.

The effort is to note by what means these lines may most effectively and economically be presented in each year of school, and at what stages of the child's development one or another should be especially emphasized.

Under the second division of this course comes the discussion of more specific method. Since it is the object not only to aid student teachers in their work in the Training School, but more fully to prepare each one for her future work in the public schools, a distinct effort is made to keep the class as a whole in touch with the daily work of the Training Department.

In order to accomplish this, the students teaching literature present to the class such practical problems as arise in connection with their work. The teacher in charge of the course, through her observation of the teaching of the literature in the Training School, and through individual conference with the student teachers concerned, comes to a



knowledge of the same and allied problems. As a result, the class is enabled to work as a unit in the selection of materials and in discussion of means of presentation. It thus becomes the aim, finally, to leave with each Senior at the close, not only a carefully selected list of material for literary study in the schools, but more than that, the reasons for each choice made both as regards content and form. Most important of all is it that the student teacher as he passes from the course be keenly alive to the problem of literature in the schools, and that he be able to meet emergencies as they occur.

#### APPLIANCES.

The English department is supplied with two hundred and thirty-five photographs and fifteen folios of the masterpieces of sculpture and painting, illustrative of mythology and poetry. The library contains duplicate copies of the following books in sufficient numbers for the use of an entire class:

*The Iliad, Odyssey* (Palmer's); *Beowulf; Siegfried and Beowulf; Frithjof and Roland*; *Mabie's Norse Stories*; *Gods of Our Fathers*; *Kingsley's Greek Heroes*; *Baldwin's Old Greek Stories*; *Story of the Rhinegold*; *Wonder Tales from Wagner*; *Moulton's Bible Stories*; *Holy Grail*; *Boys' King Arthur*; *Guerber's Legends of the Middle Ages*; *The De Coverley Papers*; *Paradise Lost*; *Shakespeare's Plays*; *Lady of the Lake*; *Lay of the Last Minstrel*; *Tom Brown's School Days*; *Alhambra*; *Hale's Longer English Poems*; *Literature in Schools*; *Aims of Literary Study*; *Poetry, Comedy and Duty*; *Moral Instruction of Children*, and the works of all great English and American poets.

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#### BIOLOGY.

B. M. DAVIS.

SARAH P. MONKS.

The work in this department consists of such considerations of plant and animal life as are generally included in the study of botany and zoölogy.

This region affords a great variety of conditions, from ocean to desert, from sea level to mountain top, all within sight of the Normal School building. This variety in environment offers unusually good advantages for the study of the external activities of plants and animals.

The laboratories are equipped to carry out the work undertaken. As indicating the character of the equipment, the following may be mentioned: thirty-six small compound and one binocular Crouch microscopes; fifteen Bausch and Lomb microscopes, with two thirds and one sixth

objectives and double nose-pieces; twenty sets of dissecting instruments; complete sets of reagents for fixing, imbedding, staining, etc., in preparation of histological material; Thoma microtome, solar microscope, incubator, etc. A fairly complete series of slides illustrating the most important points of the minute structure of plants and animals has been prepared. These are in sets of forty, so that an entire class may examine the same object at the same time. The museum contains a good collection of botanical, zoölogical, paleontological, and geological specimens. These are accessible to students of this department and of the Training School. It is desired to make the museum the center of exchange with students or teachers who are interested in this work.

The library is well supplied with the best reference books on all phases of the subject. Many of the standard works are duplicated with from two to twelve copies.

The general aims of the course are :

(a) Development of powers of observation, accuracy of expression, and spirit of scientific inquiry.

(b) Contribution to general culture by giving the student an outline of the subject-matter, thus forming a basis for further study of nature.

(c) Preparation for intelligent direction of nature studies in the grades.

In working out the above aims attention is given to the form and structure of living organisms, to their physiology and ecology, to their development and relationships, to their relation to man from an economic standpoint, and to application of the subject to nature study in the grades.

In the course for four-year students botany is given daily during the second term of the first year, and zoölogy daily during the first term of the second year. A course in general biology, four periods a week for one term, is required of high school graduates who are not accredited in botany or zoölogy. Short courses in botany and zoölogy (three periods a week for one term in each) are provided for high school graduates who are partially accredited, and for students taking the regular kindergarten course. Methods in conducting nature study are given one period a week during the last term of the Senior year.

The same methods obtain in all the courses, everything being based as far as possible on actual observation and experiments made in the laboratory. Laboratory directions are given to guide the student, and he is expected to do his work independently. Careful drawings are made of specimens studied, and notes taken of those points which cannot be shown in the drawings. Living material is used whenever practicable, so that the activities of the organisms may be seen. After certain types have been studied and typical experiments performed, the subject is further developed by lecture, recitations, and references. The subject-matter is so arranged that each course complements the other, and is correlated as far as possible with other subjects.



LECTURE ROOM.

PHYSICAL LABORATORY.

BIOLOGICAL LABORATORY—I.



### BOTANY.

The plant as a living organism is considered with reference to maintaining itself (nutrition and adaptation for getting food or protection) and to maintaining the race (reproduction). Types of flowering plants are generally used, but the study of reproduction is illustrated by plants from all the great groups.

### ZOÖLOGY.

Representatives of the principal groups of animals are studied. The student is made acquainted with the processes of nutrition, circulation, respiration, and excretion as found in lower animals, and is thus given a broader view of animal functions in such a way as to be helped in the study of human physiology. The minute structure of at least one animal is worked out as well as time will permit.

Such animals as can be obtained are used to illustrate special characteristics, such as protective coloration, adaptation to surroundings, habits beneficial or injurious to man, etc. An introduction to embryology is given in the study of the development of the eggs of snails and frogs.

### GENERAL BIOLOGY.

After a study of the general principles common to all forms of life, the course deals with facts illustrated by animals, and is similar to the course given in zoölogy.

### PEDAGOGY AND METHOD WORK.—NATURE STUDY.

As already indicated, the courses in biology furnish a basis of subject-matter for most of the nature work in the grades. In the Training School this work is done in the first six years, making the child familiar with the most common animal forms found in this locality. In the kindergarten and early primary grades, making gardens and caring for plants form an important part of the nature work. Two gardens laid out with gravel walks and subdivided into smaller gardens, and a full equipment of all kinds of garden tools, are provided.

The course in methods includes the presentation of the pedagogical or child-study basis for the subject, a review of the great facts of animal and plant life which must be kept in mind in teaching, and the discussion of the course in actual operation in the Training School. The latter furnishes opportunity for practical application of the pedagogy of the subject.



## PHYSIOLOGY.

JAMES H. SHULTS.     B. M. DAVIS.

This course covers work in general physiology, hygiene, and neurology. Students in the four years' course take the subject during the second term of their second year, five periods per week, and high school graduates and other students of equivalent advanced standing, during the first term of their first year, four periods per week. All students are supposed to have an elementary knowledge of the subject, and students in the four years' course have an additional preparation in general animal physiology, taken in connection with the zoölogy of the previous term.

The laboratories are well equipped, having in addition to the apparatus and facilities indicated under the head of biology a very complete set of anatomical models and charts. As in the other biological subjects, the laboratory method is used, the results being recorded by means of notes and drawings.

Besides the general training afforded by the subject as a branch of experimental science, the aim is three-fold :

(a) *General Physiology, and its Pedagogy and Methods.*

General physiology is necessarily a very brief review of the human body considered as a machine. The relation of food to the energy of the body and the disposition of the food in the body (digestion, circulation, etc.), air, and ventilation in connection with the respiratory functions are taken up sufficiently to form an intelligent basis for the study of school hygiene and domestic science. This review includes also discussions in methods of teaching.

(b) *Outline of Principles of Hygiene.*

The underlying principles embraced in the study of hygiene have regard to the value of pure nutritious foods in proper proportion and sufficient amount in the upbuilding of the tissues of the body, the influence of physical exercise at regularly recurring intervals adapted in kind and degree to the needs of the individual, regularity in mental and physical work and in eating and sleeping, the importance of fresh and pure air and sunlight to the human frame.

Injuries that occur to pupils on the playground, the bites and stings of venomous reptiles and insects, burns, asphyxiation, and what to do until medical attention can be secured, receive important attention. Bandages, splints, and dressings are made and applied. The aseptic and antiseptic irrigation and treatment of wounds are made laboratory

exercises. Infectious and contagious diseases, as measles, scarlet fever, whooping-cough, mumps, chicken-pox, smallpox, catarrhs, and the simple fevers of children are studied.

School-room hygiene in its relations to architecture, improperly constructed school furniture and decorations, defective lighting, improper ventilation, imperfect heating apparatus, unsanitary condition of surroundings, near-sightedness, impaired hearing, spinal curvature, digestive and nervous disorders arising from cold and improper lunches and over study have due consideration.

### *(c) Comparative Study of the Nervous System.*

The study of the nervous system forms an important part of the course and occupies one half term.

The general properties of irritability and contractility are illustrated by the lower animal forms, and the evolution of the nervous system from generalized protoplasm is traced by means of animal types such as *Amoeba*, *Vorticella*, *Hydra*, *Medusa*, etc. This is followed by demonstration of nerve-muscle action and the study of nerve cells and nerve fibers. The central nervous system of vertebrates is introduced by study of the spinal cord. A careful dissection is made of the brain of a fish. This is followed by working out the main facts in the embryology of the central nervous system, using the chick for illustration. The brain of the rabbit is dissected and all the principal points are studied. The homologies of parts of the rabbit brain are demonstrated in the human brain from preserved specimens and casts. The remainder of the time is devoted to a study of the sense organs, the eye and ear receiving particular attention. Dissections are made and minute structure studied from prepared sections. This neurological study is intended as a preparation for psychology.

### **PEDAGOGY AND METHOD WORK.**

As already stated, the review of general physiology is partly devoted to methods of teaching the subject. Such topics as have reference to the care of the body and correction of injurious habits are presented and adapted to teaching in the lower grades. In the review of general physiology the same sequence of topics is followed as in the ninth grade of the Training School. This course corresponds to that usually given in high schools. As this is presented by the laboratory method, all the work in the course for Normal students is a preparation for it. Procuring and caring for material and construction and manipulation of apparatus are specially considered. In the actual practice of teaching the student-teacher is assisted by supervision and criticisms from the instructors in physiology and the critic teachers in the Training School.

## PHYSICS.

JAMES H. SHULTS.

The work in physics includes a course of four hours per week through one year for non-accredited, and one hour per week through one half year for accredited students. The fuller course consists of one two-hour period weekly in laboratory work on typical experiments, supplemented by two one-hour recitations each week on inductive-deductive exercises based on laboratory experimentation. Careful attention is given to work of a deductive character in the solution of problems and in the preparation of lessons from the prescribed texts, as well as topical studies from a large number of standard reference authorities. The work embraces dynamics of solids and fluids, acoustics, heat, light, electricity, and magnetism.

Students who are accredited in physics pursue a course especially adapted to the needs of public schools. Each student is furnished with a syllabus of forty typical experiments covering the same range of subjects and embodying the same principles as in the more extended course.

### PEDAGOGY AND METHOD WORK.

The general principles followed in the physics courses of the Normal School apply equally to work of this kind in the common schools. Specific preparation for teaching the elements of physics in the public schools is founded on a syllabus, which indicates the proper introduction through observation, experiment, reading, and discussion. These elements include simple principles in mechanics, heat, light, and electricity, arranged from the point of view of child psychology. This syllabus and typical experiments are discussed with students individually and in classes to determine the best method of teaching the various principles.

Opportunities for observation and practice in the Training School are utilized according to the outlines of the syllabus. The student-teacher is directed occasionally to perform an experiment before the pupils which the latter observe; again, one or more pupils make the experimentation, and the class is required closely to follow this presentation and supplement with criticism. The pupils write out their manipulations, and the conclusions which naturally follow from their experimentation. The principle that knowledge-getting and knowledge-using are to be coördinate is thus made prominent, and the experimental results secured from the pupils are made the basis of oral and written expression. As often as opportunity permits, the teacher leads excursions to machine and railroad shops, power houses, shipyards, and oil regions, and discusses with the pupils the value of what they see to commerce and trade.

The biographies of men eminent in science and invention, popularly written scientific books, and short talks by the teacher upon famous artisans, find a prominent place in the course of instruction for the grades.

Every facility is furnished the prospective teacher from the well-equipped physical laboratory for experimental work; the manual training department furnishes him with tools for the construction of apparatus, and the chemical laboratory aids in the study of electrolytic actions; while the well-stocked library affords opportunity for thorough preparation and extended research. Each student is taught how to make his apparatus, and how to manipulate it most appropriately for the pupil's understanding of the principles involved. Upon leaving the school, students carry with them the apparatus that they have made, and are thus prepared to introduce simple courses in physics in their schools, practically without cost.

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## CHEMISTRY.

MAY A. ENGLISH.

It has been thought best to divide the work in chemistry into two courses—a very elementary course in general inorganic chemistry given in the Junior B class, and a more technical course in the Middle C class.

The aim of the first course is to stimulate observation, show the value of scientific experiments, familiarize the students with laboratory manipulation, and teach inductively some of the most important facts of chemistry, especially those underlying physical geography and elementary biology.

Oxygen, hydrogen, nitrogen, carbon, and carbon dioxide are studied in relation to air, water, soils, and life; some of the commoner acids, bases, and salts are made and tested; a careful study of fuels, illuminating gas, and flame is followed by a number of oxidations and reductions by flame. Much practice is given in writing chemical equations and in the solution of simple problems based upon work performed.

Because analytical chemistry offers an excellent introduction to the exact methods of experimental science, and because it affords training for powers not always developed by ordinary school work, the study of delicate and characteristic tests and reactions together with the analysis of simple salts and solutions is taken up in the second term. This work, as far as it goes, is intended to embody approved analytical methods. The technology of the subject is emphasized and much practical work is given in the detection of poisons and of adulterations. A few weeks are spent in studying starches, sugars, proteids, and fats in preparation for the course in domestic science given in a subsequent term.

The time given to the subject is three hours a week during each of the two terms, two thirds of the time being spent in laboratory work. One hour per week is devoted to class exercises, recitations, quizzes, lectures, or demonstrations. Williams's *Elements* is used in connection with perforated leaflets for laboratory notes.

The laboratory, which is a separate building, can accommodate forty students. It is furnished with modern tables having individual sinks, lockers, and drawers; gas, water, and a set of twenty-four reagents are provided at each place. The weighing table is fitted with good "Troemner" balances.

#### PEDAGOGY AND METHOD WORK.

The work in chemistry is designed to give sufficient readiness in the use of the experimental method and sufficient knowledge of facts to enable those passing in it to teach it in the grades or, better still, to use it in a wise and inspiring way in connection with nature study; the topics selected and the methods of presentation are, therefore, governed largely by the needs of the common schools.

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### GEOGRAPHY.

JAMES F. CHAMBERLAIN.

The chief aim in presenting a course in geography in a normal school must, of necessity, be two-fold. The student, in addition to being given an intelligent grasp of the relations between geographic conditions and human affairs, must be trained in the teaching of the various phases of the subject to the children of the public schools.

The work consists of three parts. Students taking the four years' course devote four hours per week to the subject in the Junior A term, three hours per week in the Senior B term, and one hour per week in the Senior A term. High school graduates do the work in a little more than one half of this time.

In the Junior year, physical geography and physiography are taken up. The atmosphere, the land, and the water are the three great divisions of the work. In addition to the regular class-room instruction, enough field work is done to enable the teacher to test the students' actual knowledge of the forms and processes studied from the text, and to give them a basis for later work along this line. In the Senior B class, structural, industrial, and political conditions are studied. No attempt is made to study the whole world, but rather a few countries thoroughly. These are considered in the light of the knowledge of physical geography acquired earlier in the course. Each student makes at least one raised map of a continent, using papier-mache. These maps are the individual





GEOGRAPHICAL LABORATORY.

BIOLOGICAL LABORATORY—2.



property of the makers, and are valuable to them in their later work as teachers. Following this is a course in which the pedagogy of the subject is discussed. This is particularly helpful to students, as it comes in connection with their actual daily experiences in the Training School.

The department is well equipped for work along the lines of the "New Geography." The library is supplied with the standard works, books on travel, atlases, geographical journals, and government publications. There are also some three thousand mounted and classified pictures selected from the leading magazines. These are in constant use, and the collection is being steadily enlarged. The laboratory equipment consists of the best raised, relief, and flat maps, raised and flat globes, tellurian, barometer, thermometer, hygrometer, rain-gauge, sand pans, etc. A geographical museum has been started. This will place before the students the important commodities of the world, and the industries which they give rise to.

### **PEDAGOGY AND METHOD WORK.**

Geography, as a study of the relation between the earth and its life, is one of the most important subjects in our school course, and an increasing amount of thought is being given to the improvement of its teaching in all branches of our educational system.

Our concepts of the unknown world are based upon our knowledge of that which we have seen. Hence, any attempt to teach geography which does not begin with the home surroundings is unpedagogical, and cannot be in the highest sense educative. This fundamental principle is still very commonly violated. Every physical, industrial, and human condition which the student of geography encounters in his work stands in the relation of a cause or a consequence (often both) to other conditions. This "causal relation" is the very essence of the subject, and teachers must constantly seek to have pupils discover it. If this is not done, the teaching of geography becomes simply a memory drill. The number of geographic forms is so numerous that it is impossible to study each in detail. Each individual is much like others of the same class. A thorough study of a few type forms will economize time and effort, and be of more value than a superficial study of all. From the very nature of the subject, symbols must be largely resorted to. Good maps are the most valuable symbols, and they should always be before the class. A part of the training of every student consists in learning to interpret maps of various kinds and to use the information thus gained in working out new matter. One of the principles to be followed in the teaching of geography is that every place mentioned must be definitely located. The eye thus helps the mind to fix the position of the area under consideration. Geography must be taught in such a way as to

have pupils realize that it is a subject of present-day interest. They must be led to see that the countries studied are peopled by living men and women, whose lives are in many respects like our own, and in many ways quite different. If the right spirit is aroused, they will want to know why these likenesses and differences exist. Proper geographic instruction has an ethical value which must not be overlooked. Through the study of the conditions which surround them, the pupils can be led to see that every individual is, to a certain extent, dependent upon others; they can be shown that all must labor, and that all labor is ennobling, if nobly done; and their attention can be drawn to the rights of others, as well as to the necessity of laws and regulations to govern our actions.

The work of the Normal School is very closely related to that of the Training School. The teacher of geography is in constant touch with the student teachers. He knows what they are teaching, and makes frequent visits to their classes. In this way students are helped to apply in their teaching the principles which have been taught them. The lessons which they give are fully and freely discussed in the method classes. Model lessons are given on selected topics, and these are criticised in an intelligent and helpful manner. The conditions which surround the public school teacher are also treated, and means of correlating, supplying equipment, and carrying on field work are pointed out. In a word, every effort is made to give the student such instruction as will best prepare him to teach the subject to the children of the State.

TEXT-BOOKS.—Tarr's *Elementary Physical Geography* and Davis's *Physical Geography* are the texts used in the Junior year. The students of the Senior class are not required to purchase any particular book, as there is no one text which meets the needs of the work. Wall maps, atlases, government reports, books on travel, pictures, etc., are the chief sources of information.

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## HISTORY.

HARRIET E. DUNN.      AGNES ELLIOTT.

In the brief time devoted to this subject, not much more can be attempted than a consideration of the great periods of history, with a view to determining their proper relation to one another and their influence on the present.

The course is as follows:

*First Term:* A study of Greek and Roman civilization; the expansion of the Roman Empire; the blending of classic and Teutonic life, resulting in the establishment of medieval institutions and the beginning of modern nations.

*Second Term:* English history, with especial reference to the social and political life of the people and its influence on American institutions; its connection with the great European movements in the Renaissance and the Reformation; the rise and growth of puritanism; the breaking away of the American colonies.

*Third Term:* A brief survey of the discovery, exploration, and colonization of America; the separation from England, and the establishment of the United States government; a topical study of the constitutional period, including the political, financial, and social history of the country, with especial reference to the important questions of the day.

Adams's *European History* and Channing's *Students' History of the United States* are required as texts; for the second term, students supply themselves with Montgomery's, Green's, or Coman and Kendall's *History of England*. Throughout the course very free use is made of the library, the historical department of which contains about eight hundred volumes, including the best historical atlases, many of the recent publications of source material, and numerous duplicates of the books best adapted to supplementary work. Besides these, much useful matter is found in other departments of the library.

In the course outlined above the aim is not so much to accumulate a mass of facts as to promote interest in the subject, to cultivate correct habits of study, and to prepare the student for citizenship by enabling him to read readily and intelligently, to distinguish essentials from non-essentials, and to form correct judgments, especially with reference to the social, political, and economic questions of the day.

The laws of association and the proper correlation of subjects are emphasized, and the pupil is shown that history is not made up of detached events and sudden changes, which must be held by mere force of memory, but of occurrences closely related, though often distant in time and without apparent connection.

Classes are furnished with suggestive outlines of the chief periods studied, and with lists of references and collateral readings designed to lead to a comparative study of the best historical and imaginative literature; but every student is required to do some intensive work each term, informing himself as fully as time and the facilities at hand will permit, on some assigned topic, and presenting the results of his study in the form of oral recitation, outline, or theme.

#### PEDAGOGY AND METHOD WORK.

The branches of the subject to be taken up and the methods to be pursued in all classes are determined largely by the fact that the student is preparing to teach, and throughout his course the demands to be made upon him by the public-school work are presented; but since he can better understand his needs when he has had some experience in teaching,



one hour a week of the Senior A term is devoted to a consideration of method in history. During this hour, the class, with outline in hand, discuss the pedagogical value of each division of the subject and the best method of presenting it, the actual work done in the Training School under the supervision of the critic teacher being used for criticism and illustration.

The history course followed in the Training School furnishes a good basis for discussion. It is so arranged that the exercises in reading, literature, geography, and history are mutually helpful.

In the primary years the work centers around our national heroes and holidays and our local history, prominence being given to the picturesque life of early California. In the fifth year, some of the great heroes of ancient and medieval times are introduced, the interest in the individual leading to the study of life, manners, and customs. In the sixth year, selections from English history are used in the reading period with two definite aims: first, to awaken a lasting interest in a wide range of historical reading; second, to show clearly the ideas underlying the free institutions worked out by the Anglo-Saxon people, thus laying a foundation for the study of American history and government in the seventh and eighth years. In the ninth year, the history of England is reviewed with special reference to the economic development of the nineteenth century, and some attention is given to the establishment in Europe of constitutional governments following the French Revolution and the Napoleonic Wars.

Throughout the grades biography and character study are given an important place, a knowledge of the heroes of our own and other lands being made to assist in the main purpose of history teaching—the formation of loyal, intelligent, broad-minded citizens.

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## MATHEMATICS.

CHARLES E. HUTTON.      MELVILLE DOZIER.

The work in pure mathematics is limited to algebra, plane and solid geometry, and arithmetic, in the order indicated. The increasing tendency to combine algebraic methods with instruction in arithmetic in the public schools makes it advisable to introduce the regular study of algebra in the first year of the Normal School, while the greater importance of arithmetic to any school suggests the wisdom of a careful and thorough drill on this subject just before its application by the student-teacher in Training School.

The work in mathematics is characterized throughout by a purpose to secure the clearest apprehension possible of the reason involved in every

process, ever seeking to make the student master of the logical development and the analytical relations of every problem. This is on the theory that he who would clearly present any subject to the mind of a child must himself be thoroughly acquainted with that subject. Analytic processes are not required in the solution of every problem, but these must first be fully comprehended, and the rules of solution developed by means of them, making the rule the end rather than the beginning of the thought process, the logical and inevitable conclusion rather than the guide and framework.

This once accomplished thoroughly in any topic, the way is open for the development of short methods or devices of practical value and for the acquirement of rapidity, skill, and accuracy, so essential to success both in teaching and in commercial life.

Throughout the work, accuracy in statement, clearness in demonstration, and rapidity in execution are ever kept in mind, as essential to true skill in the use of mathematical knowledge; the practical phases of the subject receiving constant emphasis. In algebra, for instance, we recognize the great value of generalization made possible by the use of signs and symbols, and encourage the use of these in questions largely arithmetical. We treat the equation as an invaluable adjunct in problems purely mathematical, and in those pertaining to the practical sciences. Factoring develops the ability to see combinations; the theory of exponents and the manipulation of radical quantities involve the greatest exactness as well as variety of expression, while the clear and precise statement of problems trains the analytical faculty. The work in algebra covers two terms and embraces all that is usually treated before ratio and proportion.

Geometry presents logical forms in a very large degree, and the instruction in this subject, outside of its practical uses, is designed to develop the power to reason clearly, step by step, from the hypothesis to the conclusion. After becoming familiar with geometric terms and principles, their application to the invention and solution of original propositions constitutes an important feature of the work. In the plane geometry, emphasis is placed upon accuracy of construction as well as fullness and clearness of demonstration, while originality of method receives constant encouragement. In the solid geometry, a larger opportunity is presented for concrete representation and ingenuity in solution. Students are required to construct many of the forms that come under investigation, thus fixing indelibly in their minds both the analysis and the synthesis of these forms. The best of these models are preserved as a permanent portion of the school's apparatus in this department. In order that the individual's view may be broadened by seeing other methods than his own, large opportunity is given for discussing the relations and principles employed in the solution of any exercise. Two terms

are given to the study of geometry, one in the second year and one in the third; four books of the plane in the first, and the fifth book of the plane and the three of solid in the second.

In the first term of the Senior year, arithmetic is studied, not so much as a review, but as a *new* view of the subject; not for the mere mechanical form, but for the development of reasoning processes. It is not enough to work an example or to solve a problem; the student must go farther, and bring to light the underlying principle, thus emphasizing the law that the new is built up from a principle in the old. This kind of work the teacher must know in order to be able to present a subject to the class. Careful attention is given to the mechanical form of solution, so that each step shall grow logically from the preceding. The essential unity of the subject, a clear apprehension of related parts, the interpretation of problems, and definite statements are required in the work.

#### PEDAGOGY AND METHOD WORK.

Throughout the entire course in mathematics, the instruction is given with special reference to its pedagogical bearing, frequent allusion being made to the student's purpose in life, and to the necessity of such a comprehensive mastery of the subject as will enable him to impart it with the best results to those who are under his training.

The foundation of good arithmetical work is a definite, reliable knowledge of number; therefore, the elemental principles must be mastered, and there must be readiness in seeing combinations, accuracy in stating, and power in using. Ability to handle the fundamental rules with precision, aptness in dealing with fractions, a clear and definite apprehension of percentage, comprise the necessary outfit for successful work. Denominate numbers, the applications of percentage, and the problems of mensuration afford opportunity for testing how thoroughly the pupil has mastered these elementary principles.

The subject is taught in such a way as to develop inquiry and thought. In order to attain the highest results, promptness, accuracy, and power to think must be developed; a mere mechanical operation to secure the answer cultivates only uncertainty and indefiniteness. The work is to be a thought-process, giving power to interpret, ability to see and grasp relations, quickness to produce the mental picture, and strength to discover the means by which to reach the result. All this is purely mental, and is a form of mental arithmetic that imparts vigor and is not hampered by set rules, for the steps in the solution depend upon the structure of the problem. The formal process is the written solution, giving each part of the operation in its logical sequence, and thereby training the pupil in systematic order in all his work. The algebraic method in the use of the equation and of a representative symbol for the required quantity is generally followed, because it gives clearness in statement and directness in solution.

During the last term of the course, in which the students are teaching, the work in arithmetic is confined to methods of instruction and the discussion of questions that arise from the difficulties actually met with in the Training School.

The text-books used are Wentworth's *Revised School Algebra*, Wentworth's *Revised Geometry*, and McLellan and Ames's *Public School Arithmetic*; but material is drawn from many other sources.

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## SPEECH AND ORAL READING.

CHARLES D. VON NEUMAYER.

The courses in reading have for their object the correct use of the voice in oral expression.

The character of the work tends to overcome incorrect habits of enunciation and articulation, to develop a beautiful quality of voice, and to establish a natural, unaffected manner in speaking and reading.

The aim of the work is to fit the student to assist the natural growth of the child in oral expression; this development can be gained through systematic training and correct example in the school-room. In this subject the purpose is to avoid two opposite faults: one, that of relying on mere technical training; the other, the theory that comprehension and sympathy with the ideas of an author will necessarily result in right expression. In the teaching of the subject, analysis and technique go hand in hand.

The time given to the subject is divided into four terms, one occurring in the first year, one in the second year, and two in the fourth year. In the first term the work is devoted exclusively to the management of the breath, to quality of voice, vocal power, enunciation, and thorough study of the elements of speech. In the second term begins the work of logical analysis and classification of ideas for reading.

### PEDAGOGY AND METHOD WORK.

In the third term the advanced student is instructed as to the best means of applying the knowledge gained in the two previous terms. Systems and methods of the teaching of reading are discussed and an original plan of work to be used in the Training School is required of each student. During the fourth year, when the student is gaining his practical experience in the Training School, one period a week is devoted to the methods to be used in the different grades. The greatest stress is laid on the following points: what practical work in oral expression is best suited to the children in the grades from the first to the sixth, inclusive; how that material may be so presented in those

grades that its influence will be felt there and thereafter in the subjects of literature, history, geography, etc.; and how the child may attain a mastery that will lend delight to the reading whenever he may be called upon to read in any subject.

The value of this work in the student's last year cannot be overestimated, as it is of the most practical nature, associating what has been taught with the power of teaching.

The text-books used are *Drill Book in Dictionary Work*, Metcalf and De Garmo; *The Essentials of Reading*, Mark Bailey.

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## MUSIC.

JENNIE HAGAN.

Voice culture cannot necessarily be a strong factor of the musical work. Since the student's ability on entering ranges from apparent inability to "sing a note" to fair expression, it is necessary to give to each student sufficient tone work to enable him to express himself in simple songs and exercises, to develop rhythm, and to give as complete interpretation as possible.

The daily twenty-minute chorus practice gives to the school an opportunity to emphasize the art side of music, the association of good music, the broadest possible handling of it.

*First Year:* Voice training: exercises in breathing, tone placing, and articulation. Ear training: exercises in interval and rhythm. Development of major scale.

*Second Year:* Voice and ear training. Continued development of major scales through all keys. Natural minor. Sight reading.

*Third Year:* Voice and ear training. Development of chromatic and minor scales. Sight reading. Rote songs. Study of composers and musical form.

*Fourth Year:* Methods. Criticisms from Training School. Use of baton.

N. B.—In all grades song work to emphasize tone quality, phrasing, and spirit of song.

## PEDAGOGY AND METHOD WORK.

In the class-room the aim is to give the young students:

(1) Simple vocal exercises that they in turn may use to lighten and soften the children's voices.

(2) Songs and sight reading exercises embodying tone, quality, rhythm, tone relationship, phrasing, and mode of the song.



- (3) Advantage of presenting rote songs for class criticism.

Criticism based on—

- (a) Value of the song—melodic, rhythmic, ethical.
- (b) Teacher's concept of song and attitude toward the class.
- (c) Interpretation—tone, quality, rhythm, enunciation, spirit of song.
- (d) Result from class.

- (4) Such criticisms from Training School as strengthen the method work.
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## MANUAL TRAINING.

CHAS. M. MILLER.

DRAWING AND DOMESTIC ECONOMY TEACHERS.

Manual training consists of a variety of occupations which serve to develop the powers of the worker through "spontaneous and intelligent self-activity." This subject was introduced and is being maintained as an important factor in normal school instruction. "Every conscious act of the outward bodily life is first rehearsed in the inner thought life," and since every step in manual training is a voluntary act, every exercise in sloyd demands a careful mental solution of each particular problem.

The Normal course consists of cardboard construction and woodwork. Teachers who are proficient in these two forms of manual training can easily adapt themselves to the various other occupations that may be introduced into the lower grades from time to time. If all the several kinds of occupations were undertaken in the Normal course, one of two things would necessarily result therefrom: either the time allowed must be extended, or a mere smattering of each without the mastery of any must be the teacher's equipment. Owing to the great number of subjects in our curriculum the time limit seems to be set; and a few rather than many occupations are chosen, since proficiency in one or two will furnish a foundation upon which the student teacher may build his plans for a complete course.

The cardboard work is divided into three series, and as far as possible useful articles have been selected. The series are as follows:

(1) Plane geometrical forms in such models as bookmark, tag, match scratcher, etc.

(2) A folded series representing solid type forms; as, basket, spectacle case, match safe, cornucopia, etc.

(3) Cover paper models; as, blotter pad, calendar, box, tray, pencil case, etc.

Only a few models have been placed in the first series, as the object has been simply to direct the pupil's whole attention for a short time to

careful measurements, drawing of straight lines, and the cutting of straight and curved lines. The models used in the Normal course contain more difficult forms than those in the Training School. There are more models made in the second series, as the process of construction is far more complex. The model has more dimensions, and contains sides, ends, etc., which must be planned, cut, folded, and pasted, beginning with a plane surface. Some decoration is used in this series. In the third series not only are the models made of pulp board, but the entire model is covered and decorated with cover papers. Very complex and beautiful models can be made in this group. The student is better fitted for this series by having had the other two. He is supposed to have mastered the simpler exercises, and so can direct his whole attention to the more advanced construction and decoration of the model.

A group work series is being planned for the wood sloyd, by which the exercises can be better adapted to the ability of the child and the student, and at the same time some choice may be given in selection of models. This can be done without losing the progressive order of exercises so necessary for the proper development of the powers of the worker. Several models embodying the same principle will be placed in a group together. The pupils must make one of each group. The teacher should see the exercise embodied while the pupil sees the model. In this way all the exercises will be undertaken and more interest will be taken in the great variety of form.

The wood sloyd includes mechanical drawing of plans, orthographic and isometric projection, original drawing, and designs for decoration. Original models are encouraged, but such plans are not allowed to go into execution without the approval of the teacher. If revision is necessary it is done by suggestion of the teacher and is worked out by the student. Some chip and relief carving is attempted, but not more than one piece of each is demanded, though more may be done.

#### **PEDAGOGY AND METHOD WORK.**

The student is given a two-fold work in manual training: first, a mastery of the progressive series of exercises for general development; second, a thorough study of exercises suited for the common schools.

The last term of the sloyd course is given up largely to methods. A complete analysis is made of the wood and cardboard models. Models not made in the course are more carefully analyzed and directions for making are given.

Some time is given to the study of occupations that are applicable to the several grades. Charts of various countries are studied for the purpose of selecting suitable models for new courses and for making additions and modifications of old ones.



ART ROOMS.



The theory of manual training is presented in the three phases: (1) Physical benefit and relationship; (2) Mental growth; (3) Moral development.

Student-teachers will have opportunity for observation and practice teaching of this subject in all the grades. Various occupations are used in the first three grades. In the fourth and fifth grades cardboard construction is the major occupation; in the sixth, woodwork; in the seventh, woodwork and sewing; and in the eighth, woodwork and cooking.

Raffia, palm, and rattan are used in making the simpler forms of basketry and in coarse weaving. The purpose is to increase the skill in manipulation, to stimulate originality in shape and color, and to develop an interest in industrial pursuits.

Other occupations may be experimented on from time to time to determine their relative values.

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## DRAWING.

ADA M. LAUGHLIN.

MARY M. SMITH.

The purpose is to prepare as thoroughly as possible for the practical teaching of form study, drawing, and color in all grades of the public schools.

The result desired is the development and training of the various powers of the mind, in such a way as to give the student a foundation to build upon, which will be to him a language of expression and impression.

The time given to this subject in the regular course is two forty-five minute periods per week for six successive terms, and one period per week the seventh term.

To this department are assigned two rooms of sufficient size to accommodate classes of forty each. They have north light, and are provided with desks, tables, easels, an abundant supply of objects for still-life study, casts, draperies, and carbon reproductions of architectural subjects, as well as of the best works of the old masters. The art department in the library has a beginning and promises steady growth.

Three courses are planned and the hours given to each are as follows: regular course, one hundred and ninety-five hours; high school course, one hundred and twenty hours; and kindergarten course, ninety hours.

This time is given exclusively to free-hand drawing, as all the instrumental drawing is taught in connection with the sloyd.



### OUTLINE OF REGULAR DRAWING COURSE.

*First Year—Second Term:* Mass drawing at the blackboard. Form study from type solids and common objects. Clay modeling of same. Clay modeling of fruit, vegetable, and plant forms, casts, stuffed birds and animals. Skeleton work with wire and clay balls from objects, and also inventive work. Color, using prism, colored tablets and colored paper, brush and water colors. Principles of perspective applied to outline drawing of curvilinear and rectangular forms, including type solids and a great variety of common objects. Study of nature, germination, plant growth, outdoor sketches. Pencil sketches from life to study action in human figure. Mass drawing to illustrate children's games. Scissors, first manual training tool used. Free cutting for illustration and design.

*Second Year—First Term:* Composition. Study of space relations. Light and shade from objects and casts. Brush and ink silhouettes of persons and animals to study action and proportion. Plant form in pencil and water color. Objects with background and foreground. Imaginative drawing for illustration.

*Second Year—Second Term:* Subjects of previous term continued. Pen and ink drawings from objects and plants. Lettering, plain and decorative. Illustrated poems. Color work from plant and insect forms illustrative of nature study.

*Third Year—First Term:* Composition. Notan of two tones. Notan of three tones. Original designs for book covers and magazine pages. Water color sketches from life. Studies from the Japanese. Nature study in color.

*Third Year—Second Term:* Charcoal sketching from objects, casts, and plant forms. Pencil studies. Water color from nature and objects.

*Fourth Year—First and Second Terms:* Methods covering all the work of the nine grades in the Training School.

The high school course covers the same ground as the regular course, but is necessarily abridged on account of time.

### PEDAGOGY AND METHOD WORK.

Methods of presenting all subject-matter in this department to the various grades in the Training School are emphasized in every lesson, and the most practical instruction is given in plan-making, care of materials, manner of presentation of subject-matter, and the best ways to solve the many problems that the ordinary graded as well as ungraded schools offer to the inexperienced.





Twenty weeks' teaching in the Training School gives ample opportunity to prove how much of this instruction has been absorbed, and all portable results of this teaching are reviewed weekly and criticised before the body of student-teachers at their method lessons during the Senior term.

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## DEPARTMENT OF DOMESTIC SCIENCE AND ART.

JESSICA C. HAZZARD. LUCY J. ANDERSON.

The need of instruction to children attending our elementary schools in subjects grouped under the title of Domestic Science and Art is obvious. That such lines of work are demanding and receiving attention from boards of education, is shown by the establishment of courses in cooking and sewing in many of the cities in the United States.

To instruct our teachers so that they may meet these additional requirements, to give them knowledge of foods and textiles, and to train them in the proper use of these necessities of life, is the purpose of this department; it aims to increase the teacher's ability so that the child's school life will have a direct effect upon food and clothing in the home life.

The course is so systematized that the practical work in the kitchen is correlated with the instruction in such subjects as physiology, chemistry, and botany. In its special scope, however, it is outlined as follows:

### COOKING.

Foods: essential properties and nutritive value; production; manufacture and comparative cost; principles of cookery, with proportions of materials, and simple recipes suitable for school practice and home use; manipulation; marketing; tests of adulteration; order; economy and cleanliness, fuels and utensils.

### SEWING.

Textiles: origin, production, and manufacture; adaptability; appearance; strength; a requirement of certain common and necessary forms of needle-work.

### EQUIPMENT.

The equipment is adequate for the simultaneous instruction of considerable groups of students, and includes gas and coal ranges, and individual heaters, with all necessary utensils and dishes for cooking and serving. The department has also a collection of typical foods and textiles illustrating methods of preparation and manufacture.

The following named books will be the principal ones used for reference, and are found in the library of the school :

*Chemistry of Common Life*, Johnston ; *Practical Dietetics*, Thompson ; *Food in Health and Disease*, Yeo ; *Chemistry and Cookery*, Williams ; *Food and its Functions*, Knight ; *Chemistry of Cooking and Cleaning*, Richards ; *Foods*, Church ; *Air, Water, and Light*, Richards ; Government pamphlets ; *Women's Share in Primitive Culture*, Mason ; *Art and Practice of Needlework*, Johnson ; *Cotton Weaving*, Marsden ; *Cotton Spinning*, Marsden ; *Varied Occupations in Weaving*, Walker ; *Fibre Plants of the World*, Dodge.

Students of the cooking department are required to have a long, white apron, with bib and shoulder pieces, a circular white cap, and white sleevelets extending about half way to the elbow.

### PEDAGOGY AND METHOD WORK.

Instruction is most valuable when it is closely associated with the common and ordinary physical activities ; therefore, the work of this department, being intimately connected with the needs and habits of daily life, has an educative force equal to that of any other department of manual training.

The methods of teaching are those now advanced in institutions that make a special study of manual training in its relation to public school work. One of the most important demands made upon the students is to discuss and determine the best methods to use in presenting these subjects in the common schools.

The teaching of cooking and sewing in the Training School is a requirement for graduation, and this exercise, and the development of pedagogical principles and methods in connection therewith, offer opportunities for the practice teacher equal to those afforded by any other school work with children. The effort is made so to train teachers that they will be able to adapt themselves in this work to the conditions that they will find in schools that have no regular equipment, to arrange class and demonstration work, to teach systematically those arts that are so often carried on without system in the home, and to give, so far as possible, a greater educative value to all school work.







## PHYSICAL TRAINING.

SARAH J. JACOBS.

The work of this department is continuous throughout the Normal School course. Instruction in the practice and theory of gymnastics is given and is closely associated with the more purely mental studies of the school and carefully planned to bring about the best results to each individual. The aim is to secure the highest possible condition of health; to correct faulty positions; to develop the will; and to prepare to teach.

Physical measurements are taken of all the entering students and special work prescribed when necessary.

All students are required to wear gymnastic dresses while in the gymnasium. For the young women, the regulation dress consists of divided skirt, blouse, and gymnasium shoes. Directions for making the suit will be sent by the instructor in physical training to those pupils who desire to have their suits made at home. All others must come prepared to purchase them. The expense will be from \$5 to \$8.

The young men have the gymnasium after school. They should provide knickerbockers, blouse, and gymnasium shoes.

The present gymnasium will occupy the third floor of the new building. It has a free floor space of seventy-five feet by fifty-five feet, with a gallery eight feet wide and twelve feet from the floor. It is equipped with apparatus for light and heavy gymnastics, athletics, and games. Dressing-rooms for the young women are on the main floor, and rooms and baths for the young men are on the gallery floor.

### COURSE OF STUDY.

*First Year:* This year's work is largely corrective; tactics, free standing movements, elementary apparatus work, games, and talks upon personal hygiene.

*Second Year:* More advanced free movements, apparatus work for training strength and endurance, games, and drill in directing squads.

### PEDAGOGY AND METHOD WORK.

*Third Year:* In addition to the physical exercises during the first term one period a week is devoted to the theory of gymnastics. This includes the history of physical training, discussions of the different systems of gymnastics, the physiology of exercise, the adaptation of exercise to age, sex, health, strength, and other conditions, the causes which should excuse from gymnastics, the philosophy of play, and the relation of gymnastics to athletics. In the second term practice is given in teaching Normal School classes.

*Fourth Year:* Methods of teaching children; analysis of positions common during school life; application of movements to bodily defects and to varying conditions of pupils and environment; mental and moral qualities active in school gymnastics. This is supplemented by the making of plans and practical direction and observation of classes in the Training School, where the work of the first two years consists of simple elementary exercises and plays involving the large fundamental muscles. Beginning with the third year and continuing throughout the grades progressive exercises of the Swedish system are given in the class-room daily, and in the gymnasium once a week in connection with apparatus work and games. While the Swedish system forms the basis for work, the students are expected to be able to apply their knowledge of anatomy and physiology and to use any system intelligently and judiciously.

The text-books used are *Gymnastic Day's Orders*, Grebuske; *Physical Training*, Hartwell.

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## SOCIETY LIFE.

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There are the usual Societies, Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, etc., for the promotion of the literary, Christian, and social life, and the amusement of students that are active in most schools of this class. Everything consistent with the main purpose of the school is done by the Faculty to make the social life of students as pleasant and varied as possible.

## THE LIBRARY.

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HARRIET E. DUNN, Directing Librarian.

ELIZABETH H. FARGO, Acting Librarian.

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The library contains about eleven thousand volumes, accurately classified according to the Dewey decimal system and arranged on low shelves to which the students have free access. The use of the library is further facilitated by a card catalog containing, besides the title of every book and the name of its author, about three thousand references to magazines and other works whose titles do not indicate their contents.

While desirability of supplying good reading for leisure hours has not been overlooked in the choice of books, the main purpose has been to provide the means of pursuing the branches prescribed in the course of study. The subjects most fully represented are: psychology and education, science, travel, history and government, and literature.

In addition to the above there are files of the leading literary and educational periodicals. About one hundred and fifty volumes of bound magazines were added during the past year; these by the aid of Poole's Index and kindred publications are freely consulted by students of all classes. The library is also supplied with about sixty of the best current magazines and papers, including several English educational journals.

The annual additions to the library have averaged about five hundred volumes; great care has been taken in the selection of books, and the free use made of them by students shows that the collection is well adapted to the purpose for which it is intended. The average circulation per month is about twenty-five hundred, exclusive of books used in the library and class-rooms.

### RULES AND REGULATIONS.

The library is open from 8 A. M. to 5 P. M. each school day, and from 1 to 5 P. M. on Saturdays.

Books may be retained two weeks, and then renewed for the same length of time, provided there is no special demand for them. Books that are used for special class-room work are limited to one night.

All books must be charged at the librarian's desk before being taken from the room.

Conversation and conduct inconsistent with quiet and order are prohibited in the library and adjoining halls, not only during school hours, but at all times when the library is open.



## THE TRAINING SCHOOL.

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GEORGE F. JAMES, Supervisor.

*Critic Teachers :*

FRANCES H. BYRAM,	CLARA M. PRESTON,
EMMA W. EDWARDS,	CARRIE REEVES,
ALBERTINA SMITH.	

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The Training School serves a triple purpose as a model school, a practice school, and a school of experiment. These three aims must be accomplished together, if at all, for reasons of economy, and careful classification and supervision alone make this possible. In this work, the Supervisor has the assistance of five critic teachers, in charge, respectively, of the first, second and third, fourth and fifth, sixth and seventh, eighth and ninth grades. Each of these grades is divided into half-year classes, and many of these into two or even three sections, affording opportunity for much more practice work than is common in normal schools. The function of a model school, as offering means of observation of correct teaching, is effected through the periodic handling of classes by the critic teachers.

In order to make the work alike of teaching and of observing most helpful to the student-teachers, they are assigned to instruct both a primary and a grammar grade, each for a period of ten weeks for one half the day, while they observe under direction the work of each grade in turn through the entire school. In reference to their teaching, weekly meetings for criticism are held in the various grades, and additional help is given them in private discussions with the Supervisor, the critic teachers, and the instructors of the Normal School.

Every school should be in a measure an experimental school, a laboratory for the solution of pedagogic problems. This is peculiarly true of the training department of a normal school. Subject-matter and methods should be under constant inspection and revision, according to established aim and theory. This purpose is accomplished through the co-operation of a committee of the Normal School teachers, each concerned with one of the common-school studies. In this, he gives instruction in the Normal School, following this up with a course in the method of the subject at the same time that the student is teaching, and extending his observation and supervision into the Training School. Unity is thus effected between the Normal School and the Training School,

and opportunity is made for the only proper experimentation, namely, that which is conducted with a clear purpose and a full knowledge of conditions.

### THE COURSE OF STUDY.

The Training School course of study is the outcome of much consideration and discussion by the teachers of the Normal School in co-operation with the Supervisor, and is subject to timely modification and revision. Persistent efforts are made for true correlation along the main lines of literature, language, history and geography, mathematics and science, art, domestic and constructive work. Each of these branches receives in some form consideration in each grade. The study-course is made as full and rich as possible, but the utmost care is taken, through close connection and treatment of subjects, to avoid undue multiplication of studies and diffusion of interest and effort.

The following outline may partly suggest the work which is attempted in the nine grades.

*First Year:* Reading, Phonics, Writing, Literature and History (in the form of stories), Nature Study (home plants and animals), Hand and Art Work (paper, clay, crayon, color, and raffia), Music, and Calisthenics.

*Second Year:* Reading, Phonics, Writing, Spelling, Literature and History (stories and poems), Nature Study, Art and Hand Work, Music, and Calisthenics.

*Third Year:* Reading, Phonics, Writing, Spelling, Literature and Language (the latter through oral and written reproductions, with English forms taught inductively), Biography and History (national heroes and local legends and myths), Arithmetic, Science (plants, animals, and elementary geographic ideas), Hand Work (simple willow combinations added to other forms already mentioned and progressively more difficult), Art, Music, and Calisthenics.

*Fourth Year:* Reading, Phonics, Writing, Spelling, Literature and Language, Arithmetic, Geography and History (local and State geography and local history with simple study in civics), Nature Study and Hand Work (cardboard added), Art, Music, and Gymnastics.

*Fifth Year:* Reading, Phonics, Spelling, Writing, Literature and Language (beginning of more formal work in language, but still concrete and in close touch with other studies), Arithmetic, Geography (North and South America), History (only in story, reading early California history and New England exploration and settlement), Nature Study, Hand Work (wood), Art, Music, and Gymnastics.

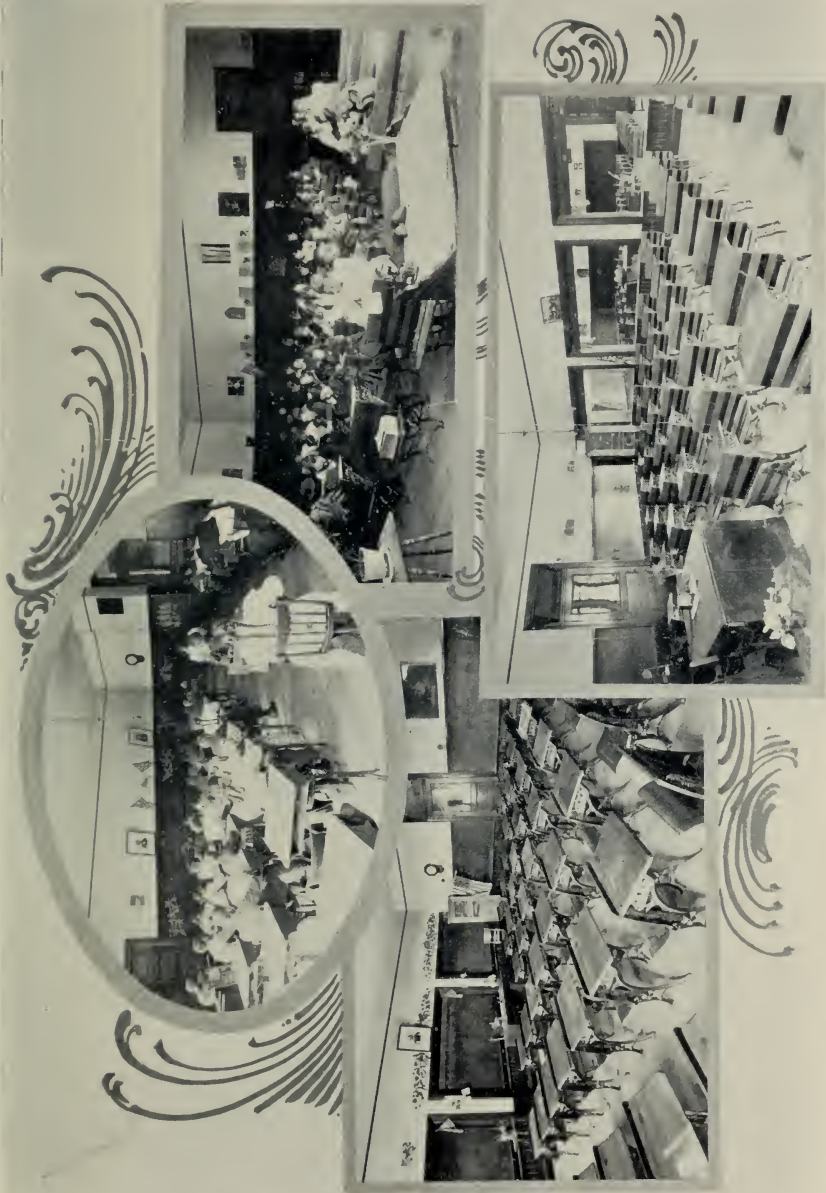
*Sixth Year:* Reading, Phonics, Spelling, Writing, Literature and Language (with much written work on subject-matter of other studies),

Arithmetic, Geography (Eurasia and Africa), History (only in readings from English history as a preparation for our national history), Nature Study, Hand Work, Art, Music, and Gymnastics.

*Seventh Year:* Literature and Language (formal grammar), Writing and Spelling, United States History, Arithmetic, Science (elementary ideas of physics, with experiments), Hand Work (sewing for girls, woodwork for boys), Art, Music, and Gymnastics.

*Eighth Year:* Literature and Language, Writing and Spelling, United States History, Arithmetic and Elementary Geometry, Science (simple reading and laboratory experiments in chemistry), Hand Work (woodwork and sewing continued, cooking added), Art, Music, and Gymnastics.

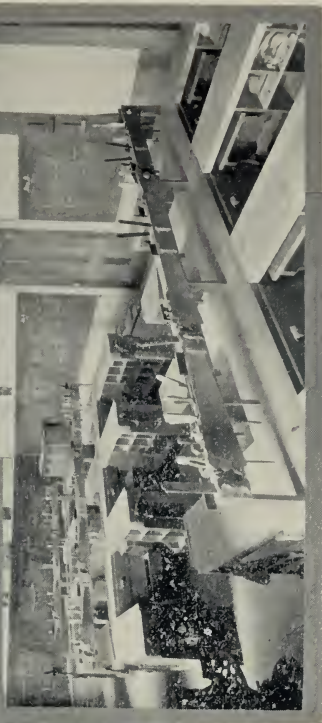
*Ninth Year:* Literature and Language (Composition and Rhetoric), English History, Physical Geography, Physiology (one half year each), Algebra, Hand Work (woodwork and cooking), Music, Art (which throughout the grades in varying forms receives increasing attention).



GROUP OF TRAINING SCHOOL ROOMS.







TRAINING SCHOOL GARDEN FOR NATURE STUDY.

SLOYD ROOM TRAINING SCHOOL.



## CATALOG OF STUDENTS.

### FOURTH YEAR—SENIOR A.

Abbott, Arthur .....	Compton.	Fallis, May .....	Los Angeles.
Abbott, Emilita .....	Los Angeles.	Farnsworth, Grace .....	Los Angeles.
Adams, Mabel .....	Pomona.	Fine, Anna .....	San Bernardino.
Adams, Rallah .....	Los Angeles.	Fishburn, Rosetta .....	Los Angeles.
Alexander, Eva .....	Los Angeles.	Fitzhugh, Anna .....	Los Angeles.
Allen, Blanche .....	Los Angeles.	Frackleton, Lena .....	Los Angeles.
Allen, Mary C. ....	Los Angeles.	Frink, Lillian .....	El Casco.
Allen, Mary O. ....	Los Angeles.	Ganahl, Antoinette .....	Los Angeles.
Austermell, Bessie .....	Los Angeles.	Gardner, Orra .....	Orange.
Baker, Josephine .....	Los Angeles.	Garey, Julia .....	Los Angeles.
Barnes, Daza .....	Richland.	Goodhart, Katherine .....	Riverside.
Barry, Lottie .....	Ventura.	Goodrich, Sue .....	Clearwater.
Boehncke, Frieda .....	Prospect Park.	Green, Bonnie .....	Los Angeles.
Bollong, Stella .....	San Bernardino.	Greene, Grace .....	Los Angeles.
Boquist, Cora .....	Los Angeles.	Gregory, Elizabeth .....	Los Angeles.
Borden, Ada .....	Santa Ana.	Griffith, Anna .....	Monrovia.
Breen, Nellie .....	Los Angeles.	Harlan, Browning .....	Trenton, Tenn.
Brubaker, Charles .....	Los Angeles.	Harrington, Helen .....	Oakland.
Brunson, May .....	Downey.	Holmes, Dorothy .....	Carpenteria.
Bushnell, Helen .....	Los Angeles.	Horubeck, Stella .....	Los Angeles.
Chappelow, Amy .....	Monrovia.	Houser, Lela .....	Los Angeles.
Christensen, Serena .....	Anaheim.	Hull, Lulu .....	Los Angeles.
Christiansen, Freddie .....	Exeter.	James, Myrtle .....	Pomona.
Clapp, Mattie .....	Orosi.	Jones, Adelaide .....	Los Angeles.
Clarke, Emily .....	Perris.	Keir, May .....	San Bernardino.
Cocke, Ethel .....	Downey.	Kerr, Flora .....	Orange.
Cocke, Mabel .....	Downey.	Kirkpatrick, Eunice .....	Los Angeles.
Cocke, Nellie .....	Downey.	Lawless, Claude .....	Visalia.
Cottle, Lura .....	Sherman.	Laws, Ovid .....	Los Angeles.
Cox, Mildred .....	Los Angeles.	Lewis, Jessie .....	Los Angeles.
Coy, Lottie .....	Los Angeles.	Lorbeer, Melvin .....	Pomona.
Crum, Mabel .....	Compton.	Luttge, June .....	Burbank.
Cuff, Lillie .....	San Diego.	McAfee, Maude .....	Los Angeles.
Cunningham, Ida .....	Los Angeles.	McCallum, Helen .....	Los Angeles.
Davies, Grace .....	Pasadena.	McGill, May .....	Santa Ana.
Davis, Maude .....	Los Angeles.	Matthewson, Helen .....	Los Angeles.
Day, Jessie .....	De Luz.	Merrill, Frank .....	Florence.
Dickey, Mabel .....	Westminster.	Miller, Edith .....	Los Angeles.
Dickson, Etta .....	Los Angeles.	Morris, Daisy .....	Los Angeles.
Dietrich, Edward .....	Los Angeles.	Morton, Mabel .....	Los Angeles.
Doss, Grace .....	Los Angeles.	Neilson, Amy .....	Exeter.
Dougherty, Ruth .....	South Pasadena.	Neuhart, Justine .....	Los Angeles.
Duckworth, Guy .....	Anaheim.	Newell, Florence .....	Los Angeles.
Elden, Edna .....	Cloverdale.	Noble, Amy .....	Ontario.
Ellsworth, de Grace .....	Los Angeles.	Norton, Cecilia .....	Los Angeles.

## FOURTH YEAR—SENIOR A—Continued.

Ogborn, Eva .....	Escondido.	Steinart, Effie.....	Downey.
Palmer, Winnie .....	Los Angeles.	Stephens, Madge.....	Prospect Park.
Pann, Julia .....	Riverside.	Steward, Alma .....	Santa Ana.
Papina, Josephine .....	Placerville.	Stewart, Guy .....	San Bernardino.
Patterson, Mabel .....	Glendale.	Stuart, Grace .....	Los Angeles.
Peirce, Minnie .....	Azusa.	Swerdfeger, Grace .....	Azusa.
Peters, Millie .....	Tropico.	Travis, Isabel .....	Los Angeles.
Pettis, Maude .....	Goleta.	Troconiz, Carmelita.....	Los Angeles.
Phillips, Edith .....	Los Angeles.	Tullis, Eva .....	Sherman.
Pollans, Kate .....	Los Angeles.	Van Deventer, Rose .....	Craftonville.
Randall, Nellie .....	Los Angeles.	Variel, Lora .....	Los Angeles.
Redmond, Ella .....	Los Angeles.	Washburn, Ella .....	Los Angeles.
Rolfe, Banna .....	Los Angeles.	Weaver, Maude .....	Highland Park.
Rosa, Lena .....	Glendora.	Whims, Minnie .....	Los Angeles.
Ruddy, Mabel .....	Los Angeles.	Whitaker, Forrest .....	Los Angeles.
Schubert, Anna .....	Los Angeles.	White, Gertrude .....	Los Angeles.
Scott, Bertha .....	Los Angeles.	Williams, Irene .....	Ventura.
Segerstrom, Christine.....	Los Angeles.	Withers, Catherine .....	Los Angeles.
Shults, Clarence.....	Los Angeles.	Woodin, Grace.....	Artesia.
Smith, Jacintha .....	Los Angeles.	Wright, Martha .....	Florence.
Smith, Mabel.....	Los Angeles.	Yarnell, Mamie .....	Los Angeles.
Soper, Edna .....	Pomona.	Zuber, Augusta.....	Los Angeles.
Spencer, Julia .....	Gardena.	Total, 135.	

## FOURTH YEAR—SENIOR B.

Anderson, Jessie .....	Visalia.	Machado, Ylaria .....	Santa Monica.
Baker, Sarah .....	Oakdale.	Martin, Edna .....	Prescott, Arizona.
Burnett, May .....	Los Angeles.	McMordie, Lula .....	Moneta.
Butler, Brunson .....	Downey.	Mee, Inez .....	San Bernardino.
Conrad, Roy .....	Camarillo.	Mee, Nettie .....	San Bernardino.
Daniels, Aimee .....	Pasadena.	Monroe, Emily .....	Los Angeles.
Dempsey, Nellie.....	El Rio.	Murphey, Grace .....	Prospect Park.
Dooner, Mabel .....	Los Angeles.	Mutersbaugh, Emma .....	Los Angeles.
Emery, Lottie .....	Los Angeles.	Nelson, Daisy .....	San Luis Obispo.
Evans, Marie .....	San Bernardino.	Parker, Maude .....	Covina.
Finch, Laura .....	Los Angeles.	Petray, May .....	Los Angeles.
Findley, Edna .....	El Paso de Robles.	Quinn, Edith .....	El Monte.
Fleischner, Ethel .....	Pasadena.	Reinhard, Charles .....	Prospect Park.
Ford, Anna .....	Los Angeles.	Rolph, Estelle .....	Pomona.
Goodhue, Elsie .....	Los Angeles.	Satterlee, Louise .....	Los Angeles.
Graham, Frances.....	San Francisco.	Sheldon, Harriet .....	Ventura.
Gunning, Mabel .....	Santa Monica.	Sylva, Isabel .....	Wilmington.
Harrison, Grace .....	San Bernardino.	Whelan, Nellie .....	Santa Monica.
Henderson, Jessie.....	Kelseyville.	Whetsell, Agnes .....	Prospect Park.
Hendricks, Edith .....	Los Angeles.	Whims, Louie .....	Los Angeles.
Holway, Elsie .....	Los Angeles.	Whittington, Florence .....	Los Angeles.
Johnson, Mabel .....	Los Angeles.	Wolfe, Bernice .....	Los Angeles.
Knappe, Bessie .....	San Bernardino.	Wright, Clara .....	Los Angeles.
Lillie, Ruby .....	Hueneme.	Total, 47.	
Number of students in Senior A Class .....	135		
Number of students in Senior B Class .....	47		
Total number of students in fourth year .....	182		

## THIRD YEAR—MIDDLE A.

Adams, Madge.....	Downey.	Kemp, Josephine.....	Los Angeles.
Anderson, Victor.....	Burnett.	Kennedy, Dellphena .....	Orange.
Baker, Jessie.....	Los Angeles.	Kent, Grace.....	Los Angeles.
Ball, Cora.....	Woodville.	Kerns, Page.....	Los Angeles.
Ball, Grace.....	San Bernardino.	Kevane, Kate.....	San Gabriel.
Barry, Carl.....	Ventura.	Kingsley, Helen.....	Los Angeles.
Bartlett, Grace.....	Pomona.	Lea, Ermal.....	Los Angeles.
Bercaw, Emma.....	Glendale.	Leake, Norman.....	Pasadena.
Bigelow, Maude.....	Los Angeles.	Lietzau, Cora.....	Los Angeles.
Bodkin, Agnes.....	Los Angeles.	Linn, Mary.....	Los Angeles.
Borthick, Nona.....	Tropico.	Lipe, Mary.....	Los Angeles.
Bossuet, Philana.....	Los Angeles.	List, B. F.....	Ontario.
Caldwell, Mattie.....	Los Angeles.	Lyon, Sarah.....	Los Angeles.
Chandler, Moses.....	Tropico.	McCanu, Leon.....	Los Angeles.
Clotfelter, Goda.....	Visalia.	Metcalf, Daisy.....	Los Angeles.
Cobler, Ethel.....	Los Angeles.	Miller, Theresa.....	Hollywood.
Collins, Mary.....	Los Angeles.	Moore, Stella.....	Los Angeles.
Colliver, Lida.....	San Bernardino.	Morton, Herma.....	Los Angeles.
Cook, Jessie.....	Montalvo.	Norton, Florence.....	Los Angeles.
Coulson, Mabel.....	Los Angeles.	Parker, Mabel.....	Orange.
Curry, Eltha.....	Los Angeles.	Parker, Myrtle.....	Orange.
Davis, Ethel.....	Lakeview.	Patrick, Katherine.....	Santa Monica.
Doan, Ethel.....	Los Angeles.	Peck, Esther.....	Ventura.
Dougherty, Lucy.....	Los Angeles.	Pinney, Ellen.....	Los Angeles.
Enright, Ellen.....	Los Angeles.	Price, Gertrude.....	Los Angeles.
Fegtly, Edith.....	Pasadena.	Rice, Daisie.....	Montalvo.
Freeman, Ethel.....	Los Angeles.	Robinette, Mary.....	Los Angeles.
Gallup, Luke.....	Santa Ana.	Robinson, Lucy.....	Los Angeles.
Gill, Grace.....	San Bernardino.	Robison, Milton.....	Garvanza.
Graf, Louise.....	Banning.	Rosenthal, Helen.....	Sherman.
Griscom, Irene.....	Los Angeles.	Ruess, Harry.....	Los Angeles.
Groenendyke, Elizabeth.....	Los Angeles.	Sams, May.....	Los Angeles.
Groshong, Millard.....	Los Angeles.	Sayre, Annesley.....	Los Angeles.
Haley, Augusta.....	Los Angeles.	Scherer, Clara.....	Los Angeles.
Harley, Fannie.....	Nogales, Arizona.	Schlegel, John.....	Los Angeles.
Hecht, Alma.....	Los Angeles.	Sutton, Evelyn.....	Helena, Montana.
Hendrie, Grace.....	Redlands.	Thomas, Lucy.....	Los Angeles.
Hickcox, Gail.....	Etiwanda.	Travis, Bessie.....	Los Angeles.
Hill, Merton.....	Garden Grove.	Van Winkle, Mae.....	Toluca.
Hillis, Ola.....	Long Beach.	Walsh, Dela.....	Los Angeles.
Hindorff, Leora.....	Los Angeles.	Welch, Laurine.....	Santa Ana.
Jenkin, Winnie.....	Los Angeles.	Welte, Constance.....	Del Mar.
Johnson, Gretchen.....	Los Angeles.	Wilson, Alice.....	Visalia.
Jones, Mary.....	Bolsa.		
Kellogg, Leda.....	Pasadena.		Total, 88.

## THIRD YEAR—MIDDLE B.

Amsbury, Zella.....	Los Angeles.	Casner, Emma.....	Santa Paula.
Baker, Abbie.....	Hollywood.	Cheney, Florence.....	Santa Ana.
Boothe, Gertrude.....	Colton.	Clarke, Victoria.....	Los Angeles.
Boteler, Nettie.....	Santa Ana.	Clute, Florence.....	Los Angeles.
Canfield, Marie.....	Pasadena.	Collins, Daisy.....	Los Angeles.
Cartter, Augusta.....	Monrovia.	Couverley, Etta.....	Los Angeles.



## THIRD YEAR—MIDDLE B—Continued.

Dodge, Laura .....	Los Angeles.	Melrose, Maude .....	Los Angeles.
Douglas, Mary .....	Grass Valley.	Mosher, Eva .....	Pomona.
Doyle, Mary .....	Verdugo.	Mullin, Jane .....	Punta Gorda.
Drachman, Myra .....	Tucson, Arizona.	Newman, Olivia .....	Pasadena.
Drake, Wilbur .....	Metuchen, N. J.	Olsen, Clara .....	Los Angeles.
Dunne, Grace .....	Duarte.	Pendleton, Ella .....	Downey.
Durnford, Alice .....	Bryn Mawr.	Perry, Evangeline .....	Los Angeles.
Fryer, Maude .....	Spadra.	Pirtle, Eula .....	Colton.
Gibbons, Hortense .....	Paso Robles.	Prescott, Ruth .....	Santa Ana.
Gleason, Ethel .....	Los Angeles.	Rogers, Belle .....	Pasadena.
Gould, Jessie .....	Rainbow.	Rolfe, Ina .....	San Bernardino.
Groce, Bernice .....	Pomona.	Schmitz, Stella .....	Oxnard.
Groves, Emma .....	Los Angeles.	Scofield, Florence .....	Compton.
Hambrook, Maria .....	Los Angeles.	Sherwin, Estella .....	Escondido.
Hardy, Ethel .....	Santa Barbara.	Standlee, Edna .....	Pomona.
Hartmann, Georgia .....	Camarillo.	Stuart, Edith .....	Los Angeles.
Herkelrath, Louise .....	San Bernardino.	Sugg, Susie .....	Rivera.
Hoehlin, Louise .....	Colegrove.	Talbert, Verna .....	Los Angeles.
Hutt, James .....	Garden Grove.	Umstead, Cordia .....	Camarillo.
Johnson, Rhoda .....	Los Angeles.	Walker, Blanche .....	Los Angeles.
Kane, Reuna .....	Los Angeles.	White, Jessie .....	Long Beach.
Knapp, Edna .....	Los Angeles.	Widney, Marie .....	Los Angeles.
Lawler, Hattie .....	Los Angeles.	Willard, Mary .....	Camarillo.
Lindsay, Florence .....	Los Angeles.	Williams, Kate .....	Downey.
Lingfelter, Bessie .....	Los Angeles.	Wilson, Grace .....	Anaheim.
Magoffin, Russell .....	Garden Grove.	Winters, Maude .....	Santa Maria.
McFarland, Elizabeth .....	Mentone.	Woodbury, Addie .....	Los Angeles.
McMordie, Ella .....	Moneta.		Total, 67.

Number of students in Middle A Class .....	88
Number of students in Middle B Class .....	67
Total number of students in third year .....	155

## SECOND YEAR—MIDDLE C.

Ambrose, Wiley .....	San Pedro.	Greenslade, Calla .....	Los Angeles.
Ball, Effie .....	Woodville.	Gregg, Blanche .....	Los Angeles.
Bourland, Olen .....	Bishop.	Hagans, Clara .....	Camarillo.
Bowen, Josie .....	Buena Park.	Helvie, Carlene .....	Smeltzer.
Brown, Arthur .....	Los Angeles.	Hickcox, Robert .....	Etiwanda.
Burch, Beatrice .....	Los Angeles.	Howland, Stanley .....	Toluca.
Cain, Luther .....	Emporia, Kansas.	Hurley, Mary .....	Los Angeles.
Chandler, Flora .....	Tropico.	Johnson, Anna .....	Riverside.
Chase, Walter .....	Los Angeles.	Johnson, Grace .....	Rosedale.
Cole, Helen .....	Los Angeles.	Lynch, Clara .....	Los Angeles.
Dickey, Lena .....	Santa Ana.	Mason, Myrtle .....	Chino.
Eldridge, Lynlie .....	Los Angeles.	McKechnie, Mildred .....	Los Angeles.
Fitch, Florence .....	Los Angeles.	Merrill, Arthur .....	Florence.
Foxen, Inez .....	Los Angeles.	Morgan, Geoffrey .....	Los Angeles.
Gifford, Henrietta .....	Los Angeles.	Newsom, Willis .....	Garden Grove.
Gilson, J. Hall .....	Los Angeles.	Noyes, Alice .....	Los Angeles.
Goodrich, Hattie .....	Garvanza.	Patterson, Pearl .....	Burbank.

## SECOND YEAR—MIDDLE C—Continued.

Preston, Lida .....	San Francisco.	Thompson, Pearl .....	Santa Barbara.
Ruston, Anna .....	Los Angeles.	Torrance, Genevieve .....	Los Angeles.
Sackett, Zella .....	Hollywood.	Wellman, Anna .....	Carlsbad.
Saunders, Katherine .....	Los Angeles.	Widney, Josie .....	Los Angeles.
Stanton, Mamie .....	Los Angeles.	Wirthschaft, Olga .....	Los Angeles.
Stayton, William .....	Moneta.	Wonner, Faith .....	Pasadena.
Streeter, Lillian .....	Los Angeles.	Work, Nellie .....	Morenci, Arizona.
Thaxter, Allegra .....	Florence.		Total, 50.
Thompson, Gladys .....	Santa Barbara.		

## SECOND YEAR—MIDDLE D.

Aldrich, Ada .....	Los Angeles.	Lawrence, Ida .....	Los Angeles.
Barton, Daisy .....	Jamison.	Light, Mary .....	Wilmington.
Benn, May .....	Springville.	Mitchell, Mary .....	Los Angeles.
Bollinger, Lela .....	Florence.	Morgan, Edith .....	Los Angeles.
Borden, Ella .....	Hynes.	Nobles, Ora .....	Toluca.
Bowman, Sylvia .....	Pasadena.	Prince, Alice .....	Toluca.
Carner, Bert .....	Los Angeles.	Reynolds, Rosa .....	Los Angeles.
Cottle, Elsie .....	Sherman.	Riddell, Hardy .....	Burbank.
Coulter, Della .....	Crockett.	Riecker, Myrtle .....	Tucson, Arizona.
Coy, Myrtle .....	Palmdale.	Ronan, Richard .....	Los Angeles.
Culver, Ella .....	Duarte.	Ruhland, Venie .....	Alhambra.
Dimmick, Mabel .....	Los Angeles.	Scott, May .....	San Bernardino.
Ellis, Katherine .....	Los Angeles.	Sessler, Nellie .....	Los Angeles.
Errett, Mary .....	Traver.	Shafer, Chloe .....	Los Angeles.
Freeman, Clara .....	Downey.	Sprague, Helen .....	Los Angeles.
Fryer, Maude .....	Spadra.	Steinmeyer, Ida .....	Los Angeles.
Fuller, Ida .....	Hynes.	Talbert, Verna .....	Los Angeles.
Furrow, Daisy .....	Lakeview.	Totty, Hattie .....	Los Angeles.
Gibbs, Charlie .....	Alleghany.	Trefethen, Nettie .....	San Pedro.
Gill, Ellice .....	Springville.	Trotter, Margaret .....	Fillmore.
Graves, Edith .....	Los Angeles.	Tunison, Arthur .....	Westminster.
Hanson, Margaret .....	Los Angeles.	Wallace, Elsie .....	Los Angeles.
Hawley, Mary .....	Los Angeles.	Weldon, Gertrude .....	Los Angeles.
Hickcox, Ida .....	Etiwanda.	Worthington, Ethel .....	Los Angeles.
Hughes, Lulu .....	Downey.	Yager, Jennie .....	Sherman.
Hutchinson, Juliette .....	Los Angeles.	Yoder, Lizzie .....	Shorb.
Johnson, Mildred .....	Rosedale.		Total, 53.

Number of students in Middle C class ..... 50

Number of students in Middle D class ..... 53

Total number of students in second year ..... 103

## FIRST YEAR—JUNIOR A.

Ball, Ivan .....	Woodville.	Brierly, Mattie .....	Los Angeles.
Baxter, Ella .....	Compton.	Clarke, Leo .....	Los Angeles.
Bingham, Laura .....	Los Angeles.	Cobb, Octavia .....	Overton, Nevada.
Boehncke, Franziska .....	Prospect Park.	Cockrill, Jessie .....	Los Angeles.
Bole, Myrtle .....	Kernville.	Coughran, Fred .....	Goshen.
Boothe, Florence .....	Colton.	Craig, Ella .....	Los Angeles.
Borthick, Freddie .....	Tropico.	Culver, Emma .....	Duarte.
Bradley, Iva .....	Los Angeles.	Day, Dorothy .....	Los Angeles.

## FIRST YEAR—JUNIOR A—Continued.

DeWitt, Bessie.....Norwalk.  
 Dolland, Jessie.....Norwalk.  
 Evans, Odelle.....Los Angeles.  
 Flood, Eva.....Los Angeles.  
 Frances, Corinne.....Los Angeles.  
 Gade, Laura.....Anaheim.  
 Goode, Fay.....Glendale.  
 Harwood, Josephine.....Los Angeles.  
 Hickson, Olive.....Los Angeles.  
 Hossafous, Wealthy.....Los Angeles.  
 James, Inez.....Whittier.  
 Johnson, Stella.....Riverside.  
 Killian, Mary.....Sherman.  
 Mathis, Earle.....Los Angeles.  
 Matlack, Idela.....Talbert.  
 Martin, Florence.....La Costa.  
 McCormick, Lottie.....Los Angeles.  
 McMartin, Edna.....Springville.  
 McMillan, Jane.....Arlington Place.  
 Moodie, Ethel.....Los Angeles.  
 Myers, Mabel.....Eagle Rock.

Nolan, Helen.....Los Angeles.  
 O'Connell, Ida.....Los Angeles.  
 Paddock, Clarence.....David, Iowa.  
 Pahl, Alice.....Los Angeles.  
 Patterson, Maud.....Florence.  
 Pedely, Gertrude.....Santa Ana.  
 Phillis, Ethel.....Los Angeles.  
 Pinger, Myrtle.....Los Angeles.  
 Reinhard, Lottie.....Prospect Park.  
 Robinson, Annie.....Kernville.  
 Rose, May.....The Palms.  
 Smith, Floyd.....Delaware, N. J.  
 Thompson, Alice.....Los Angeles.  
 Tinkham, Grace.....Laton.  
 Truitt, Daisy.....Los Angeles.  
 Turner, B. J.....Lower Lake.  
 Weber, Elizabeth.....Los Angeles.  
 Wilson, Alma.....Garvanza.  
 Witman, Amy.....Los Angeles.  
 Total, 56.

## FIRST YEAR—JUNIOR B.

Adams, Delia.....Los Angeles.  
 Akins, Eva.....Los Angeles.  
 Bathey, Alice.....Los Angeles.  
 Beach, Alice.....Los Angeles.  
 Bedford, Mattie.....Los Angeles.  
 Beesemyer, Gilbert.....Prospect Park.  
 Boyle, William.....Los Angeles.  
 Bradley, Alma.....Los Angeles.  
 Branscom, Pearl.....Norwalk.  
 Brown, Abbie.....Los Angeles.  
 Cassels, Margaret.....Toluca.  
 Crary, Katherine.....Denver, Colorado.  
 Erbes, Lydia.....Prospect Park.  
 Fagan, Etta.....Santa Paula.  
 Garey, Eugenia.....Los Angeles.  
 Geddes, Mary.....Fresno.  
 George, Bessie.....Los Angeles.  
 Haines, Hattie.....Eckley, Oregon.  
 Hare, Sadie.....Los Angeles.  
 Heffner, Corinne.....Gardena.  
 Heil, Vive.....Bolsa.  
 Herkelrath, Caroline.....San Bernardino.  
 Holser, Laura.....Lemoore.  
 Knowles, Celia.....Los Angeles.  
 Louthian, Laura.....Etiwanda.

Mark, Ethel.....Los Angeles.  
 McCall, Emma.....Los Angeles.  
 McCormick, Frances.....South Pasadena.  
 McEuen, Etta.....Winchester.  
 McGirk, Emma.....Westminster.  
 Miles, Gertrude.....Lincoln Park.  
 Moore, Alice.....Los Angeles.  
 Pates, Mabel.....Prospect Park.  
 Ratcliff, May.....South Pasadena.  
 Reynolds, Anna.....Los Angeles.  
 Shrewsbury, Mary.....Orange.  
 Shultz, Maude.....Avalon.  
 Smith, Alma.....Thompson.  
 Smith, Charles.....Delaware, N. J.  
 Smith, May.....Cienega District.  
 Tryon, Lulu.....Los Angeles.  
 Tuttle, Alma.....Perris.  
 Tweedy, Calla.....Florence.  
 Vedder, Charles.....Norwalk.  
 Wade, Edna.....Los Angeles.  
 Westfall, Perle.....Ventura.  
 Wilson, Romaine.....Saticoy.  
 Total, 48.

Number of students in Junior A Class..... 56

Number of students in Junior B Class..... 48

Total number of students in first year..... 104

## KINDERGARTEN TRAINING DEPARTMENT—SENIOR YEAR.

Bailey, Florence .....	Los Angeles.	Kirk, Alice ....	Los Angeles.
Bumiller, Emma .....	Los Angeles.	McCormack, Blanche .....	Los Angeles.
Carvell, Juliet .....	Los Angeles.	Morgan, Agnes .....	Los Angeles.
Darcy, Leah .....	Los Angeles.	Parker, Cora .....	Los Angeles.
Dobbins, Gabrielle .....	San Gabriel.	Slosson, Edna .....	Nordhoff.
Dryden, Ada .....	Los Angeles.	Vestal, Sadie .....	Whittier.
Dunkelberger, Gussie .....	Los Angeles.	Ward, Katherine .....	Los Angeles.
Gage, Mary .....	Long Beach.	White, Annie .....	Pasadena.
Harden, Isabel .....	Los Angeles.	Young, Lottie .....	Los Angeles.
Harwood, Grace .....	Los Angeles.	Total, 19.	

## JUNIOR YEAR.

Allen, Blanche .....	San Diego.	Patterson, Mabel .....	Los Angeles.
Allen, Grace .....	Los Angeles.	Pratt, Marie .....	Los Angeles.
Amsbury, Cassie .....	Los Angeles.	Rush, Helen .....	Los Angeles.
Babcock, Mary .....	Los Angeles.	Savage, Ada .....	Los Angeles.
Dilworth, Florence .....	Los Angeles.	Scales, Katherine .....	Whittier.
Dimmick, Carrie .....	Los Angeles.	Swartz, Maude .....	Chicago, Illinois.
Dobbins, Elsie .....	Los Angeles.	Washburn, Marion .....	Los Angeles.
Elmendorf, Mae .....	Los Angeles.	Wheeler, Frances .....	Long Beach.
Holywell, Florence .....	Los Angeles.	Wickersham, Jessie .....	Los Angeles.
Keach, Minta .....	Los Angeles.	Total, 20.	
Metcalf, Ruby .....	Los Angeles.		

Number of students in Senior Class ..... 19

Number of students in Junior Class ..... 20

Total number of students in Kindergarten Training Department. 39

Total number of students in Normal School ..... 544

Total number of students in Kindergarten Training Department..... 39

Total number of students in Normal School and in Kindergarten Training Department ..... 583

## NUMBER OF PUPILS IN MODEL AND TRAINING SCHOOL.

Number of pupils in Ninth Grade .....	27
Number of pupils in Eighth Grade .....	31
Number of pupils in Seventh Grade .....	32
Number of pupils in Sixth Grade .....	27
Number of pupils in Fifth Grade .....	26
Number of pupils in Fourth Grade .....	35
Number of pupils in Third Grade .....	30
Number of pupils in Second Grade .....	45
Number of pupils in First Grade .....	51
Number of pupils in Kindergarten .....	54
Total number of pupils in Model and Training School .....	358

Total number of students in Normal School and Kindergarten Training Department ..... 583

Total number of pupils in Model and Training School ..... 358

Total number enrolled ..... 941

## GRADUATES.

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### CLASS OF FEBRUARY, 1901.

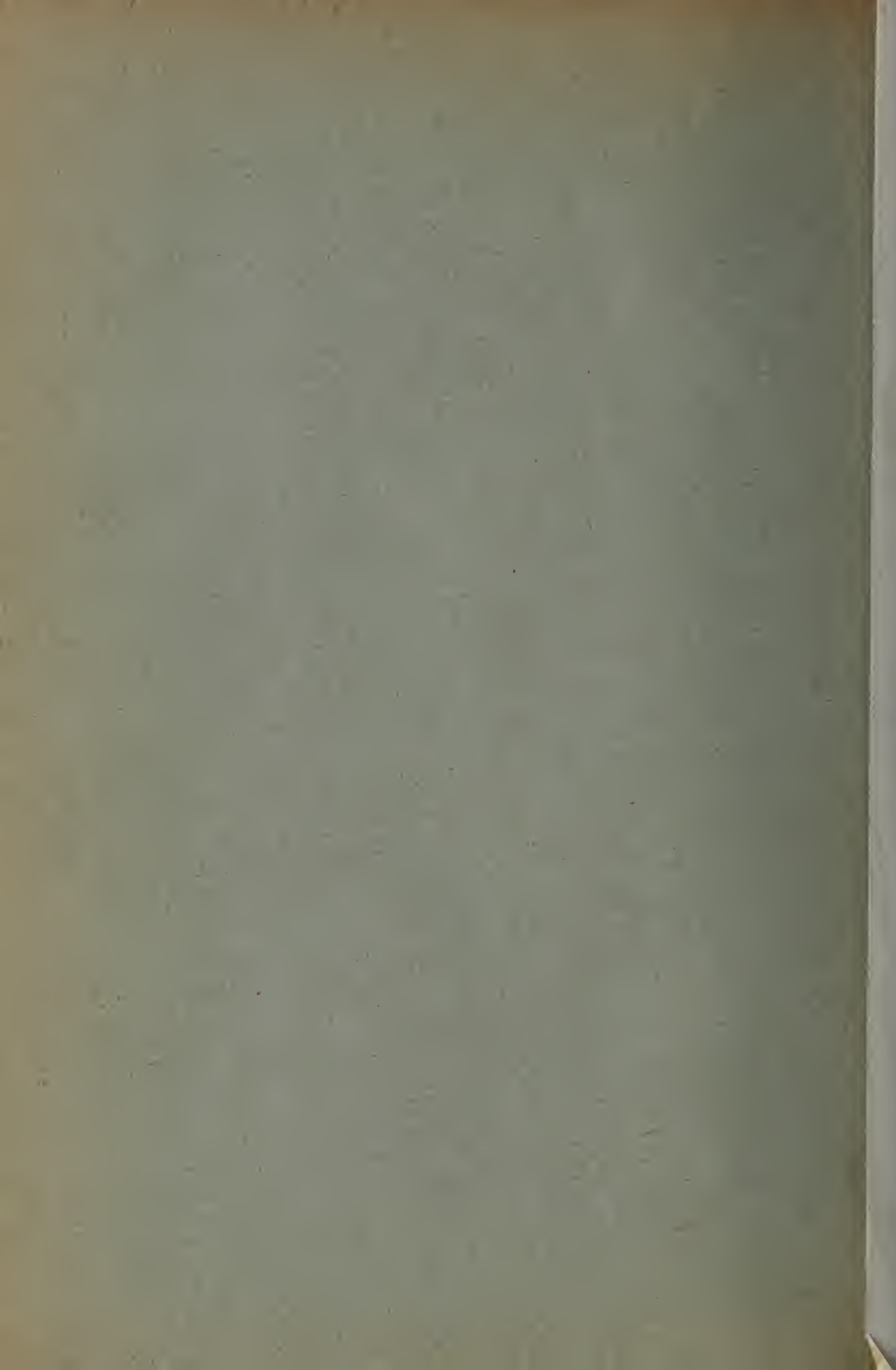
Abbott, Arthur	Doss, Grace	Peirce, Minnie
Adams, Mabel	Elden, Edna	Peters, Millie
Adams, Rallah	Ellsworth, de Grace	Pettis, Maude
Allen, Blanche	Fishburn, Rosetta	Pollans, Kate
Allen, Mary	Frackelton, Lena	Randall, Nellie
Baker, Josephine	Goodrich, Sue	Redmond, Ella
Boquist, Cora	Harrington, Helen	Rolfe, Banna
Breen, Nellie	Holmes, Dorothy	Segerstrom, Christine
Brunson, Mae	Hornbeck, Stella	Smith, Jacintha
Clarke, Emily	Luttge, June	Stewart, Guy
Collins, Laura	McGill, May	Stuart, Grace
Cunningham, Ida	Merrill, Frank	Travis, Isabel
Davis, Maude	Newell, Florence	Variel, Lora
Day, Jessie	Palmer, Winnie	Whitaker, Forrest
Dickey, Mabel	Papina, Josephine	White, Gertrude
Dickson, Etta	Patterson, Mabel	Total, 47.

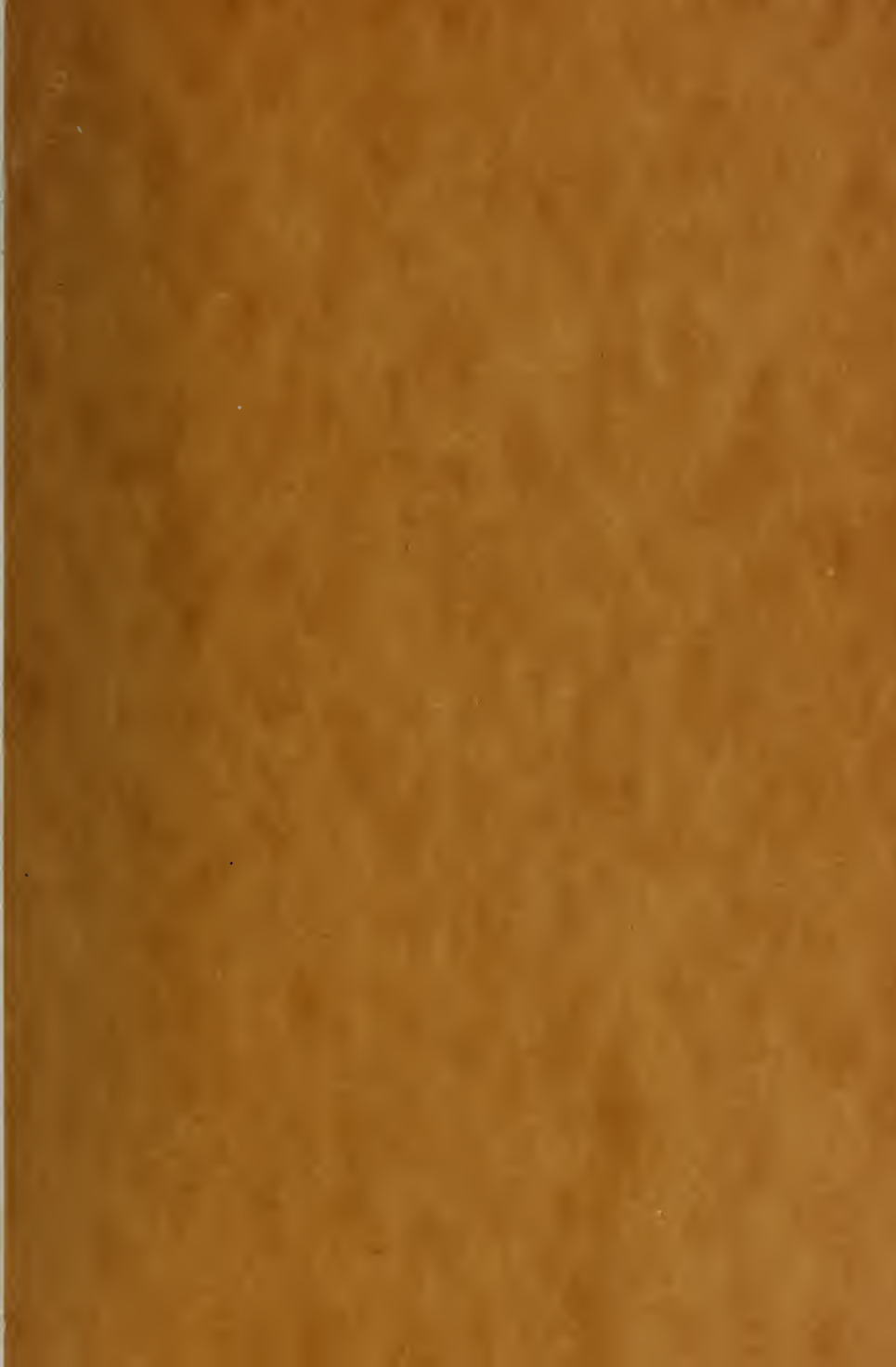
### NUMBER OF GRADUATES SINCE ORGANIZATION.

1. Year ending June 30, 1884.....	22
2. Year ending June 30, 1885.....	35
3. Year ending June 30, 1886.....	43
4. Year ending June 30, 1887.....	48
5. Year ending June 30, 1888.....	35
6. Year ending June 30, 1889.....	57
7. Year ending June 30, 1890.....	49
8. Year ending June 30, 1891.....	72
9. Year ending June 30, 1892.....	78
10. Year ending June 30, 1893.....	93
11. Year ending June 30, 1894.....	76
12. Year ending June 30, 1895.....	84
13. Year ending June 30, 1896.....	65
14. Year ending June 30, 1897.....	55
15. Year ending June 30, 1898.....	88
16. Year ending June 30, 1899.....	107
17. Year ending June 30, 1900.....	114
18. Class of February, 1901.....	47
Post graduates.....	8
Total number of graduates.....	1,176









UNIVERSITY OF ILLINOIS-URBANA



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